

The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning



A Time for Choosing

You and I have a rendezvous with destiny. We will preserve for our children this, the last best hope of man on earth, or we will sentence them to take the first step into a thousand years of darkness.

If we fail, at least let our children and our children's children say of us we justified our brief moment here.

We did all that could be done.

Ronald Reagan, speech 1964

Americans have entrusted their children to government schools for 200 years to produce citizenry able to sustain the Republic while enjoying the blessedness of American liberty. That trust is lost as atheistic government schooling in America indoctrinates our children away from the principles that make us free while programming them for socialism as the clear objective of "progressive" education.

Rosalie June Slater, 1964

The Principle Approach is America's historic method of Biblical reasoning which makes the Truths of God's Word the basis of every subject in the school curriculum.

R. J. Slater, T&L p 88

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Why Principle Approach Master Teacher Certification?

As a student of the Principle Approach, we are disciples of truth in education, seeking God's thoughts in our studies, the Bible as the first and essential study, then mastery of the whole method and process of teaching and learning. The Principle Approach is a life-long study, setting a trajectory for your personal growth and learning, and for the children and students entrusted to you.

The Foundation for American Christian Education, a mission to publish and teach the Principle Approach, offers a pathway of preparation that certifies Master Principle Approach teachers with the credential.

Why is this important to you and to the Kingdom? The very word 'certify' means "to make certain, to make known an established fact." Have I not written to you excellent things of counsels and knowledge, that I may make you know the certainty of the words of truth, that you may answer words of truth to those who send to you? Proverbs 22:20-21

What difference does a credential make? Your continual Principle Approach study and teaching forms in you an exceptional level of scholarship and skill. Based on decades of teacher training and supervision, FACE has developed a teacher certification program that lays a sound and certain foundation. The program enriches your current teaching and learning with growing confidence in the integrity of your achievement in an endorsement "derived from other sources than personal knowledge, as from the testimony of others." (from Webster 1828, (Let another praise

you, and not your own mouth; a stranger, and not your own lips.) Proverbs 27:2

C RED'IT, n. [Fr. credit; It. credito; Sp. id.; L. creditum. See Creed.] 1. Belief; faith; a reliance or resting of the mind on the truth of something said or done. 2. Reputation derived from the confidence of others. Esteem; estimation; good opinion founded on a belief of a man's veracity, integrity, abilities and virtue; C REDEN'TIALS, n. plu. That which gives credit; that which gives a title or claim to confidence; the warrant on which belief, credit or authority is claimed, among strangers.

The FACE Certification Process is Individualized

Teachers new to the Principle Approach find the three-year process thoroughly preparatory and essential. Experienced Principle Approach teachers with previous training may propose equivalencies to FACE requirements with appropriate documentation to shorten the process. FACE considers each application on an individual basis and provides an individualized plan. Additionally, teachers who are presently serving can re-present current work to satisfy the Practicum requirements.

Apply for FACE Certification

The first step towards certification is to submit the application with required attachments. Individualization may be requested by submitting a complete timeline of training and experience in the Principle Approach with the application.

The process of obtaining Master Principle Approach Certification consists of three steps that include, at minimum, two separate resident

weeks at the FACE Hall-Slater Library and Teaching Center.

1. The first level, the Foundations of Authentic Christian Education course followed by an independent Practicum, is taught each summer in July and is also available as an independent study. The Practicum I must be completed before the second level course, the Applications Course, can be taken.
2. The second level, the Applications Course, is taught only on-site in Chesapeake, Virginia in July each summer and is followed by a second-level practicum.
3. On completion of Practicum II, the third level of certification requires a culminating four-day “Exhibit” of mastery in Chesapeake.

FACE offers scholarships to teachers for the courses as funding is available for each level.

A Time to Reach for the “Highest Good”

The Foundation for American Christian Education is calling forth an army of individual lives prepared to build the family, the church, and the nation through education in a Biblical worldview to glorify God above all and bless the people by applying wise principles to all of life. The army requires teachers and parents willing to shed the false model of education prevalent in the American culture and to reclaim authentic Christian education for Christian children. The family, the church, the school, and the Republic rest their future on the restoration of truth in American education.

William Ames, author of *The Marrow of Theology*, the 17th century textbook that taught Christ to generations of Americans, tells us, “The highest good ought to be considered and sought above all other things in our entire life.” Those who are called to rear and educate the progeny of our nation must never accept a lesser good than to rest our souls in Christ alone to form the consciences and characters of our children. This is the highest good in teaching and learning.

As we equip RESTORERS, and each one teaches others, we can exponentially change the shape and form of the culture, renewing the American spirit to its authenticity, and restoring to Christ what belongs to Him.

Overview: Principle Approach Master Teacher Certification Program

What preparation have you been given for the privilege of forming the hearts and minds of the influencers and leaders of the next generation? To form the character of the nation multi-generationally? Beyond curriculum or skill-building, how do you learn the methods of forming Christian character, of inspiring hearts, and building leaders?

The Principle Approach Master Teacher Certification Program relies on: Biblical reasoning; the practice of the methods that form Christian character; mastery of the Biblical classical approach that measurably forms the Biblical worldview for all of life; preparation to be a living textbook to your students; use of Christian scholarship to cultivate effective communication skills; the emergence of the teaching gift that elevates the individual, imparts vision for the Kingdom, and rebuilds the culture for Christ.

Our training prepares you to serve God's purposes for our children by His grace in profound hope. Outcomes of the three-year Master Teacher Certification Program include:

- A love of teaching that begets the love of learning
- A genuine Biblical worldview in every subject
- Mastery of methods that form Christian character and conviction
- A providential view of history and life
- The ability to impart life-long learning skills
- Effective use of logic and reasoning
- Effective communication skills
- Strategies for enabling every learner

Three years of training culminate in certification as a Principle Approach Master Teacher

Year One:

Foundations of the Principle Approach Course

Begin with the entry-level, five-day program in the Principle Approach philosophy, methodology and curriculum towards becoming a credentialed Principle Approach Master Teacher. The joy of forming like-minded study partnerships with Principle Approach teachers and fellow-students focuses upon authentic learning and the honing of the Biblical worldview and Christian scholarship. Teaching/Mentoring methods include: Direct instruction with participation by discussion and presentation; building the Foundations record for all future teaching; application of teaching to individual circumstances (levels, settings, subjects, families, etc.); development of plans for implementation in local teaching setting. Tuition \$350.

Foundations Practicum I

The Practicum I is an independent study based in area of service after the completion of the Foundations Course. This study sets the foundation of practical Principle Approach methodology in lesson planning adapted to your teaching setting. Prerequisite: completion of all Foundations Course assignments. The Practicum is submitted with the completed Foundations Course notebook within a nine-month timeline. There is no additional cost for Practicum I.

Year Two:

Applications of the Principle Approach Course

This is a six-day, on-site course in the Principle Approach philosophy, methodology and curriculum towards becoming a credentialed Principle Approach Master Teacher. By applying the foundational teaching in the subject areas or grade levels, the method is internalized while preparing the participant with the ownership of the tools needed for authentic Biblical classical education. Tuition \$495.

Applications Practicum II

This independent study is based in area of service which builds the Applications record for all future teaching in individual circumstances (levels, settings, subjects, families, etc.) and includes development of plans for implementation in a local teaching setting. There is no additional cost for Practicum II.

Year Three:

Exhibition of the Principle Approach Program

The Exhibition year is the third level, four-day, on-site program in the Principle Approach towards becoming a credentialed master Principle Approach teacher. Mentors give individual time to review, observe and advise according to the standards of the culminating Practicum II. Participants present their work, and mentors kindly advise and guide. The culmination of the week is the teaching of a model lesson designed by the participant. Tuition \$495.

Summary of Steps to Achieve Certification

Step One: Foundations Course

1. Take the Foundations Course — attend in person or online (offered annually in July) or take as independent study (at your own pace and schedule).
2. Complete the (15) Foundation Course assignments before you begin work on the Practicum I.
3. Enter the Principle Approach Master Teacher Certification Program. Complete the Application (Page A9) and mail with the four additional items to Max Lyons.
4. Complete the Practicum I (deadline is March 31), in order to take the Applications Course in the summer. The deadline may be extended per individual request.
5. Send the completed Practicum I to your mentor.

Step Two: Applications Course

1. Take the Applications Course offered annually in July—attend in person only! This course is not available through streaming or independent study as it has a strong mentoring and workshop component.
2. Complete the (9) Applications Course assignments before you work on Practicum II.
3. Complete the Practicum II (deadline is March 31), for placement in the Exhibition Course as scheduled that year.
4. Send completed Applications Course assignments and Practicum II to your mentor.

Step Three: Exhibition Course

Come to FACE for four days in the summer and demonstrate your ability as a Principle Approach Master Teacher!

Congratulations on this very significant achievement!

The Foundation for American Christian Education

Resolute in teaching Biblical principles that sustain liberty



The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning

Foundations Course Syllabus



Foundations



The Principle Approach

Thinking and Reasoning Biblically

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Introduction to the Foundations Course

As the first step in the Principle Approach Master Teacher Certification Program, Foundations serves as the cornerstone of the philosophy, methods, and curriculum of authentic American Christian education.

From the first decades of colonizing the continent, authentic Christian education existed and thrived without government schools. Extraordinary levels of literacy and reasoning were achieved in the populace through private, home and church education until well into the 19th century. Indeed, all education in America was Christian in the formative centuries of our nation resulting in the Biblical reasoning that frames the Christian constitutional Republic.

Authentic Christian education produced men and women, fathers and mothers, merchants, pastors, craftsmen, and statesmen who thought God's thoughts after Him through His Word. They built the early universities where Christian theology was the "queen" of the sciences. Their discipleship produced great revivals and awakenings. Their sons and daughters thought governmentally, first in light of personal character and conduct, and ultimately in terms of civil government. They gave us the first self-governing nation that became the model of liberty to all humanity and took the Gospel to the world.

The Foundation for American Christian Education re-teaches multi-generationally the principles and concepts that formed a self-governing nation. Because American education today is redirected towards an opposing goal, the authentic Principle Approach Christian education of America's formative years must be studied and relearned. The Foundations Course offers teachers and parents the means of reclaiming the authentic

philosophy and methods that belong to American children as their birthright.

The Principle Approach builds wisdom and knowledge upon Christian character and conscience in concert with the Christian home and the church. The home, the school and the church are interdependent in accomplishing the education of Christian children as the three basic institutions of society that form the culture. Today the dominant philosophy of education is secular, "progressive," indoctrinating 85% of Christian children K-12 and through post-graduate studies, undermining the influence of the Gospel through the Christian home and church. The result is the secular culture we live in.

We are often asked, "Who made up the principles of the Principle Approach?" Answer: Creator God wrote Biblical principles into the blueprint of the universe as the bedrock of natural and moral law. They recur throughout the Bible propelling the narrative that culminates in the Gospel. They are expressed in the writings of the Reformers and the framers of the Constitution and they undergird Christian individual and civil liberty. If you abide in my word, you are truly my disciples, and you will know the truth, and the truth will set you free. John 8:31.

The Foundations Course guides reflective thinking to frame the methods of teaching called the Principle Approach. Participants in the Foundations Course create a personal study notebook for lifelong use in teaching and learning in any setting, with any age student or adult. In the course participants construct the tools for independent completion of Practicum I in the Principle Approach Master Teacher Certification Program.

1. The Governing PHILOSOPHY of Authentic Christian Education
 - A. Christian Progeny, Providence, and Principles
 - B. God's Principle of Individuality
 - C. The Christian Principle of Self-government
 - D. America's Heritage of Christian Character
 - E. Conscience the Most Sacred of All Property
4. MODELS of Subject Areas Forming a Framework of Truth
 - P. The Bible as the Primary Reader
 - Q. Literature as the Handmaid of History
 - R. Every Teacher is an English Teacher
 - S. Geography as the Theater of History
 - T. The U.S. Constitution and Why We Teach It

Stonesetters Tour

2. The CONTEXT of Christian Liberty
 - F. God's Sovereignty in Human History: The Providential Chain
 - G. The Biblical Worldview Perspective
 - H. A Model of Principle Approach Teaching and Learning
 - I. The Christian Form of our Government
 - J. Planting Seeds of Local Self-government and the Christian Union

StoneBridge School Tour

3. METHODS, the Formative Element of Education
 - K. Demonstrating the contrast of Biblical and Progressive Methods
 - L. The Wholeness of Authentic Methods and Essential Practices
 - M. Essential Practices: Principles and Leading Ideas
 - N. Essential Practices: The Notebook and the Word Study
 - O. Essential Practices: The Tutorial Spirit and Results

The FACE Leading Schools Program

PEERS Test Results

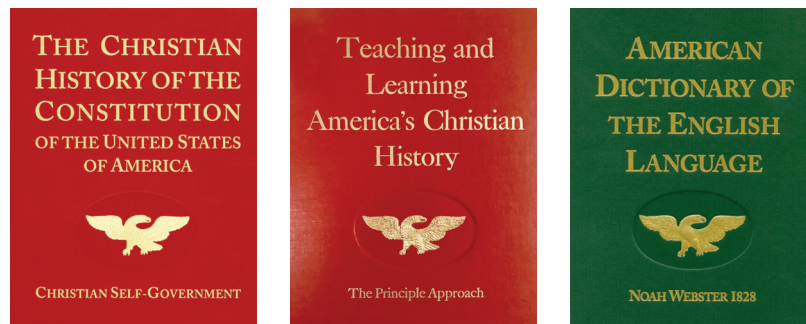
5. LAUNCHING Forward Together Confidently
 - U. The Solution of Principle Approach Education
 - V. The Principle Approach Master Teacher Certification Program

Commissioning Prayer and Launching

Travel to Jamestown for the Christian History Field Study and Tour

Your Privilege of knowing the Christian History Volumes and the 1828 Webster American Dictionary of the English Language

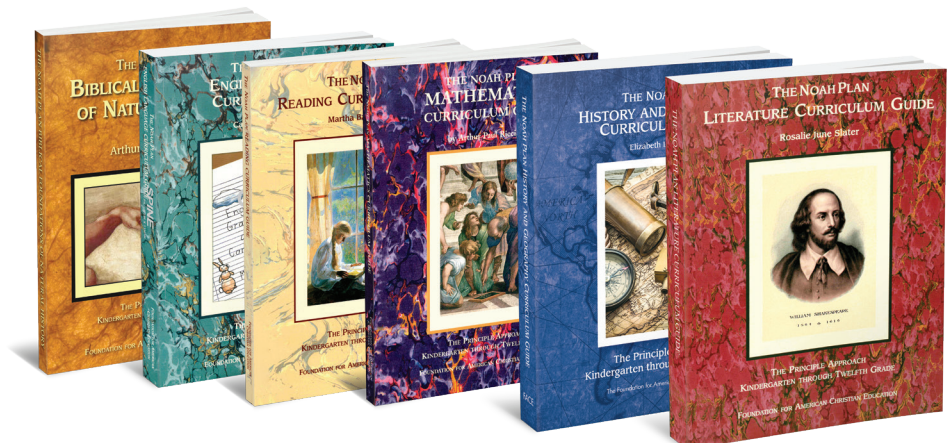
1. Following the Bible, these books below represent the purest and most complete repository of American Christian principles, character, and language.
2. Because we are American Christian educators teaching from a Biblical worldview, we ourselves must know, and teach our students, who we are as a nation, Christian church, and individuals contending with aggressive, opposing worldviews. It is necessary to thoughtfully and thoroughly return to the principles behind issues of life and faith. The ‘Christian history volumes’ are the repository of those principles.
3. Because our language has been hijacked by the deceptions of “political correctness,” we are obliged to define Christianity anew and authoritatively to restore effective communication of the Gospel. Since 1828, Webster’s American Dictionary is the only dictionary in print that serves that need.
4. Every time we use primary sources, we elevate our minds and hearts, hone our thinking, and supply the ideals and language to communicate truth effectively.



Seminal volumes required for the Foundations Course: The Christian History of the Constitution of the United States: Christian Self-government, Hall; Teaching and Learning America’s Christian History: the Principle Approach, Slater; American Dictionary of the English Language: 1828, Webster.

Additional volumes required for the course: The Noah Plan Curriculum Guides: Natural History (Science), English Language, Reading, Mathematics, History and Geography, and Literature.

All books are available at FACE.net



How we work together during the Foundations Course week

1. We work as a group and as individuals to demonstrate and practice Principle Approach philosophy and methods through the daily classes, beginning on Sunday evening with orientation, introductions, and sharing a meal together.
2. Class schedule is 8:30-4:30 Monday through Friday with a 90-minute lunch break
 - AM: two 55-minute teaching sessions back to back; one 15-minute snack break; one 55-minute teaching session
 - Lunch 11:30-1:00
 - PM: one 55-minute teaching session; one 15-minute break; one 55-minute teaching session. Each day ends with a tour or special session.
 - Saturday 8:30-2:00 Christian History Study of Jamestown.
3. Individual mentoring can be scheduled during the course week as time permits, or after the course week by phone.
4. On Wednesday evening a light supper is hosted by FACE in a private home for fellowship and networking.
5. Assignments are given in each teaching session to equip you for future service.
6. For those registering for the Principle Approach Master Teacher Certification Program, the Foundations Course is followed by Practicum I; the daily assignments in the Foundations Course are directed towards preparation for the Practicum I requirements.
7. The Foundations Notebook serves as both a tool of study for your week's work and a record of your mastery of the Principle Approach for your use going forward. As a requirement of FACE Master Teacher Certification, it is submitted for review with Practicum I along with the completion of all assignments.
 - Your three-ring binder has five dividers labeled (1) Philosophy, (2) Context (3) Method (4) Models (5) Launch.
 - All course materials from Foundations faculty, personal notes, and all assignments are filed in the notebook in order of presentation.
 - The notebook is to be completed in one-color ink and must reflect the same standards that are expected of students —neatness, order, completeness, and correctness.

Sunday Schedule

Orientation and Introductions

- 5:30 Welcome, introductions, and supper
6:45 A Call to Restore: Max Lyons
7:05 Announcements and preparation for the week: Dr. Max Lyons and Dr. Mike Myers
7:30 Memorize definition of the Principle Approach and dismissal: Dr. Carole Adams

The Foundations Course Faculty *(See Supplement)*

| | |
|---------------------|--|
| Mike Myers, Ed.D. | Director, Leading Schools Program |
| Max Lyons, Ph.D. | Director FACE Teaching Services |
| Carole Adams, Ph.D. | FACE President, Founder StoneBridge School |
| Martha Shirley, MS | Director Professional Development StoneBridge School |
| Margie Lyons, BS | FACE Teaching Fellow |
| Chris Evans, BA | FACE Project Coordinator, Historian |
| Gary Porter, MS | Constitutional Leadership Initiative |
| Dan Smithwick, BS | Nehemiah Institute |
| Carey Woodruff, MBA | FACE Executive Vice-President |
| Laura Caruso | Providential History |

Optional opportunities throughout the week

Stonesetters Tour, Hall-Slater Library, Monday, 3:15-4:00.

A national treasure and providential link in the Chain of Christianity the Hall-Slater Library is open for a 30-minute presentation of the FACE mission and holdings.

Tour of StoneBridge School, Tuesday, 3:30-4:00.

Transportation shared. A national demonstration school, StoneBridge welcomes visitors and inspires educators from around the world.

The FACE Leading Schools Program, Hall-Slater Library, Wednesday 12 Noon

Thought of starting a Principle Approach school or vitalizing your existing school? This information session could be the first step in a partnership with FACE.

Dinner Wednesday 5:00-7:00.

Woodruff's home

The Nehemiah Institute Peers Test, Thursday 3:00-4:00.

Meet the president, hear the history and prophetic role of the PEERS Test. And get your scores!

Monday Schedule

The Governing PHILOSOPHY of Authentic Christian Education

Focusing on the Individual Relationship to God through Teaching and Learning

8:30-8:35 Prayer with Dr. Mike Myers

A. 8:35-9:25 Christian Progeny, Principles, and Providence with Dr. Carole Adams

The graphic “Thinking and Reasoning Biblically” demonstrates the Biblical components of the American Christian philosophy of education.



The Principle Approach
Thinking and Reasoning Biblically

Three integrated concepts form a mature Biblical worldview. The “vertical” and “horizontal” principles resolve the issues of life towards living ‘to God.’ [CHOC I pp. 1-2; T&L pp. 112-117]

B. 9:30-10:20 God’s Principle of Individuality with Dr. Mike Myers

The ubiquitous first principle of God’s relationship to His creation upon which the following six principles rest, is counterfeited by the human concept of collectivism—the subtle enemy of liberty. PEERS Testing unveils untruth. [CHOC I p. 2; T&L pp. 119-121, 141 ff.]

10:20-10:35 Break

C. 10:35-11:30 The Christian Principle of Self-Government with Laura Caruso

The Christian Gospel enables man to choose to “live to God” (Ames), or else to be externally

governed by the consequences of defying God. The framers of American liberty identified “self-government” under Christ as the impetus of sustaining the constitutional republic. [T&L pp. 119-121 Grotius, pp. 184-186, 204 Locke, pp. 206-209; CHOC I pp. iv-v]

11:30-1:00 Lunch, Meet and Greet School Headmasters

D. 1:00-1:55 America’s Heritage of Christian Character with Dr. Mike Myers

The mark of the relationship with Christ on a life is demonstrated in Christian character, the recognizable outworking of the Holy Spirit in individual expression of life, talents, abilities, affections, worldview, service, and testimony to convictions. [T&L pp. 123-124; 210, Neander, CHOC I pp. 09-210, Bradford]

1:55-2:10 Break

E. 2:10-3:10 Conscience The Most Sacred of All Property with Dr. Mike Myers

Ownership of one’s conscience as a property and tool of dominion is the touchstone of “living to God” and is governed by one’s consent. Property is an aspect of natural law; consent is the title to conscience. [T&L pp. 125-127; pp. 225-227; pp. 232-236. CHOC I pp. 139-146, Blackstone]

3:15-4:00 Stonesettters Tour

Tuesday Schedule

The **CONTEXT** of Christian Liberty

Focus: Individual Relationship to Government and Culture through Education

8:30-8:35 Prayer with Dr. Mike Myers

**F. 8:35-9:25 God's Sovereignty in Human History:
Providential Chain with Laura Caruso**

God has pronounced for us what is true, what is good, and what is providential. Human history demonstrates both the inability of human wisdom to decide how to live and God's purpose for man to live free. [CHOC I pp. 5-6; T&L 115-117]

**G. 9:30-10:20 The Biblical Worldview Perspective
with Dr. Max Lyons**

Believing that God is Sovereign impacts what is true about everything else in life including how we think about faith, societal structures, the marketplace, cultural values, and how we educate our children. [CHOC I p. 9; T&L pp. 52-53]

10:20-10:35 Break

**H. 10:35-11:30 A Model of Principle Approach
Teaching and Learning with Laura Caruso**

The major lessons of history, consistently exemplified in the Bible, carry the seven principles. A model history lesson reviews the first four "vertical" principles. [CHOC I pp. 176-186, T&L pp. 215-224]

11:30-1:00 Lunch

12 Noon

Development meeting with Carey Woodruff

**I. 1:00-1:55 The Christian Form of Our
Government with Dr. Mike Myers**

Religion and forms of government are by nature interconnected. The form of government that allows men liberty is rooted in Biblical principles: representation, federalism, local self-government, separation of powers. Can we call America a Christian nation? [CHOC I pp. 79-81; T&L pp. 240-249]

1:55-2:10 Break

*Respond regrets only to Wednesday supper
5:00-7:00pm*

**J. 2:10-3:10 Planting Seeds of Local Self-
Government and Christian Union
with Dr. Mike Myers**

Perpetuating liberty through education means planting and preserving the internal unity of thought and conscience to maintain the federal union. [T&L pp. 131, 135]

3:30-4:30 StoneBridge School Tour

Wednesday Schedule

METHODS, the Formative Element of Education

Focus: Forming Character and Conscience through Scholarship

8:30-8:35 Prayer with Dr. Mike Myers

K. 8:35-9:25 Demonstrating the contrast of Biblical and Progressive Methods with Dr. Max Lyons

The stark contrast between progressive and Christian methods in teaching and learning with two opposing end goals and results while wielding similar facts and materials. Two methods demonstrated in the same “lesson” demonstrate the outcome. [T&L 90-94]

L. 9:30-10:20 Wholeness of Methods and Essential Practices with Laura Caruso

As demonstrated in “dueling lessons,” teaching to ultimate results or outcomes is a governing factor in Principle Approach practice. The sad history of Christian education had a glorious beginning and effect in delivering the Reformation to the church and in creating a model of civil liberty for all humanity. The Hebrew mind, the Reformation’s reform of logic and practice in education, and the Puritan “Circle of Learning” foretold American Christian education.

10:20-10:35 Break

M. 10:35-11:30 Essential Methods: Principles and Leading Ideas with Dr. Mike Myers

The practice of teaching and learning by principles and leading ideas is patterned after Biblical “models” to create the reflective setting and instruction within the context and principles of Christian purposes. [Renewing the Mind for Teaching and Learning; T&L pp. 88-112]

11:30-1:00 Lunch

12 Noon Leading Schools Program Dr. Mike Myers

FACE offers support of Christian schools that practice Principle Approach education in a “Leading Schools” program to develop their mission as local teaching centers. Day schools K-12, hybrid schools that combine home and day schooling, independent Christian schools, and church sponsored schools, are responding to the call to align the education of Christian children with the Biblical mandate. Candidate schools desire to attain a recognized position of excellence as a model of American Christian education for others. In the FACE program, both existing and start-up schools can reach Leading School status.

N. 1:00-1:55 Essential Practices: The Notebook and Word Study with Master Teacher Martha Shirley

Four R’ing with the notebook and word study are tools of Biblical reasoning [Renewing the Mind for Teaching and Learning; T&L pp. 88-112]

1:55-2:10 Break

O. 2:10-3:10 Essential Practices: The Tutorial Spirit and Results with Dr. Carole Adams

Teaching ‘well’ in the tutorial spirit of “every child learning” trumps ‘mass-production’ methods of teaching and learning. [Renewing the Mind for Teaching and Learning; T&L pp. 88-112]

3:15-4:00 Noah Plan Overview Dr. Carole Adams

5:00-7:00 Supper together at the Woodruffs

Thursday Schedule

Models: Subject Areas Form Frameworks of Truth

Focus: Representations of Principle Approach Teaching and Learning

Today, through “model” lessons, the three previous days of training will take life in actual teaching and learning. Instructors will present a subject lesson as it would be taught in the classroom as representative of the Principle Approach philosophy, method, and curriculum.

8:30-8:35 Prayer with Dr. Mike Myers

P. 8:35-9:25 The Bible as Primary Reader with Master Teacher Martha Shirley

Cultivating the skill of reading beyond intensive phonics using the *Noah Plan Reading Curriculum Guide*

Q. 9:30-10:30 Literature as the Handmaid of History with Dr. Carole Adams

Learning to love God, family, Christian character, and the nation through literature using the *Noah Plan Literature Curriculum Guide*

10:30-10:45 Break

R. 10:45-11:30 Every Teacher is an English Teacher with Dr. Carole Adams

Mastering language through literature using the Noah Plan English Language Curriculum Guide

Lunch 11:30-1:00

S. 1:00-1:55 Geography as the Theater of History with Margie Lyons

Gaining dominion over the earth for God’s glory using the *Noah Plan History and Geography Curriculum Guide*

1:55-2:10 Break

T. 2:10-3:30 The U.S. Constitution and Why You Must Teach It with Gary Porter

The U.S. Constitution is our Supreme Law of the Land, yet few teachers understand it or its principles, principles which apply beyond the world of law and government. A classroom constitution, built around similar principles, should be part of every Principle Approach classroom.

U. 3:30-4:30 Results of the Peers Test with Dan Smithwick

The mission of the Nehemiah Institute is to unleash a massive spiritual awakening within the Christian community, by helping Christian organizations and the individuals and families they serve, establish quantifiable standards for worldview education and a personal plan for each individual to achieve and maintain a Christian worldview.

Friday Schedule

Launch: Facing Forward Together Confidently

V. 8:30-10:00 The Solution of a Principle Approach Education with Dr. Mike Myers

Inspiring your vision as a restorer and equipping you with tools of influence to serve the army God is using to restore His place in the education of His children, and in all other spheres-government, economics, politics, social issues and religion.

Please remember to complete the evaluation of the Foundations week and submit it to Dr. Lyons before you leave the building.

It has been our joy to work with you this week in the noble endeavor you serve. Please let us know what and how you are proceeding.

10:00 -10:15 Break

We are with you heart and soul.

W. 10:15-11:30 Principle Approach Master Teacher Certification Program with Dr. Carole Adams and Dr. Mike Myers

Expounding the PAMT Certification Program and the Practicums

Lunch 11:30-1:00

X. 4:00-4:30 Launching and Commissioning Prayer

Saturday Schedule: Christian History Field Study in Jamestown with Chris Evans, followed with lunch together at a local restaurant

Wisdom for Participants

How Can You Get the Most out of the Course?

Can Foundations equip a group of diverse experiences, backgrounds, and ministry callings? Can individuals within such a course gain the needed benefit from the week of Foundations?

Each participant brings an individual ‘reality’ to the week:

1. **Be Patient** with yourself: the week will meet you where you are, at your need, perhaps not where you wish to be:

- Accept this reality and produce the patience to allow the Lord to deepen your understanding, whether it is new and overwhelming, or if you wrestle with wanting more—reality is that the Holy Spirit will quicken as we are receptive to inspiration.
- Allow the Holy Spirit to do His work. Foundations by nature layers truth in your spirit, layers wisdom in your heart, and layers strata of knowledge in truth and wisdom.

2. **Be Diligent** to submit to the assignments: take each assignment to heart:

- Some will challenge you to new expressions of understanding and some will solidify convictions that need structure and solidification.
- Do each with the expectation of benefit.

3. **Gain Knowledge:** Whether you are a novice or a practitioner of the Principle Approach, Foundations is a deepening experience:

- It excavates for setting pillars of an authentic philosophy of education.
- It digs away at unrecognized strongholds to set those pillars for new heights of understanding.
- The philosophy of education is the root—let it go deep and uproot past mis-conceptions.
- The method of teaching is the stem by its nature, Principle Approach is a methodology.
- The curriculum to be studied is the fruit of Biblical classical education.
- Face it, you may be bringing to the week pseudo-knowledge that must be purged.

4. **Envision** your Future station:

- Realize that this is Foundations—foundational to every future station in the Kingdom as the Christian philosophy of education (enlightening, correcting, forming and fitting for life) is a philosophy of government (submitting self to moral and natural law for harmony with God and man)
- Realize that Christian philosophy of education and government applies to (1) Family, (2) Church, (3) School, (4) Community, (5) State, (6) Nation
- This teaching is specific and expansive to us and applicable beyond what we know or believe. It is universal truth, the basis of the best life on earth as well as citizenship in heaven.

Now What?

You've completed the Foundations Course. What will you do with it?

We would urge you to apply to enter the Principle Approach Master Teacher Certification Program. There is an application in your Foundations notebook describing the three-year program.

The next step after filing the application is to complete the Foundations Course assignments. Once complete, you will be ready to continue with certification. The Foundations Practicum, also described in your notebook, is the culminating project of the Foundation year. If you would like to discuss how to choose your topic for Practicum I, please call your mentor.

The second step in the certification program is the Applications Course available in the summer. This course focuses on your subject and/or grade level and is taught in smaller groups with a strong mentoring component. The objective of Applications is to cultivate curriculum writing skills and mastery of Principle Approach methods.

The Applications Course is followed by Practicum II, your culminating project that you will exhibit in the third step of certification: Exhibiting your mastery of the Principle Approach.

If you are teaching in a Principle Approach school or home school, we recommend that you tailor the certification assignments to your teaching setting. Just call us.

All set to move ahead? Consider other ways that you can put your knowledge of Principle Approach to work in the Kingdom.

1. Start or support a Principle Approach school or home school. This is our specialty. We welcome school partners into our Leading Schools Program of development for starting a school or transitioning an existing school to the Principle Approach.
2. Start a Principled Studies Group in your church or community. Our “Enlightening the Nation” program offers a detailed Principled Studies Leader’s Guide that is easily adapted to any group of adults.
3. Get involved with FACE. Be sure you are on our mailing list, receive our email communication, and join forces with us to influence your community in a number of ways:
 - a. Host a Leaders or Pastors Summit
 - b. Serve on a Development Taskforce to further the work of FACE
 - c. Invite others to a Stonesetters Tour
 - d. Join or lead a Principled Studies Group
 - e. Continue your own education with an on-line workshop or course in order to hone your own mastery and to train others in the Principle Approach
 - f. Spread the word about the vital need to make education a top priority for the future of the nation, the church, and our children

Foundations Course Assignments for Reflection and Reasoning

Monday: Philosophy

1. State briefly “God’s Principle of Individuality” from your understanding.
2. State “The Christian Principle of Self-government” from your understanding.
3. State “The Principle of Christian Character” from your understanding.
4. State “Conscience is the Most Sacred Property” from your understanding.

Tuesday: Context

1. Draw the providential timeline of your personal life; OR explain simply the doctrine of providence and how it impacts one’s worldview.
2. What makes our form of government Christian?
3. Contrast the horizontal principles and the vertical principles and explain how they resolve the tension between government and liberty.

Wednesday: Methods

1. *Compare and contrast progressive methods* and Principle Approach methods and the outcomes of each.
2. Explain a “wholistic” perspective of education.
3. Prepare a complete word study on two of the following: government, principle, teaching
4. Discuss the implications of “every child learning.”

Thursday: Models

Thoroughly complete two of the five lesson plan templates. Choose Two:

1. Bible as Reader
2. Literature as the Handmaid of History
3. English Language
4. The Constitution
5. Geography as the Theater of History

Friday: Launch

1. Write a reflection on the sphere of your influence as a restorer of authentic American Christian education.
2. Final Essay: Outline your own personal philosophy of Christian education. (May also be submitted for ACSI certification philosophy requirement when written according to guidelines.)

Application: Principle Approach Master Teacher Certification Program

The Principle Approach Master Teacher Certification Program is essentially individual mentoring in nature. This information will be of use in our interaction with you throughout the certification program. To apply for placement in the FACE Principle Approach Master Teacher Certification Program, please submit the following:

1. A simple resume or CV with complete personal contact information, education and employment histories.
2. A brief one-page description of your intended purpose and use of Principle Approach Master Teacher Certification with description of the educational setting you intend to serve.
3. History of former Principle Approach training and/or teaching experience.
4. Pastor's reference.

Name

Mailing Address

City

State

Zip

Phone

Preferred email address for correspondence with FACE mentors

Upon approval of the completed application, a FACE mentor will be assigned to you as a resource in the certification process. Your mentor will contact you to confirm the certification process and guide progress.

Intent:

It is my prayerful intention to complete the FACE Principle Approach Master Teacher Certification Program.

Signature

Date

Please include this signed application with required documents and e-mail to Max Lyons:

Max@FACE.net

757-488-6601

FACE.net/Training

Foundations Course Practicum I

Following the Foundations Course, an independent practicum is submitted by the student as the next step in the Principle Approach Master Teacher Certification program.

Practicum I Objectives:

- Practice of the Principle Approach® philosophy in teaching and learning
- Master four R'ing a subject to build a teacher notebook
- Apply basic Biblical reasoning in teaching and learning a topic
- Gain a practical grasp of the Principle Approach methodology

Critical Competencies

1. Develop the principles, leading ideas, themes, key individuals, and key events, and key documents, in a unit of instruction.
2. Lesson planning creativity and skill with Principle Approach methods including:
 - a. The notebook method, 4 R'ing—research, reason, relate, and record
 - b. Key word studies; Identifying recurring principles and leading ideas
 - c. Providential history perspective and timelines
 - d. The Noah Plan Overviews, Quarterly, Unit and Lesson Plans Templates and models
 - e. Subject-appropriate methods outlined in the Applications Course.

Course Texts Required (print or electronic)

- *Hall, V. M. Christian History of the Constitution: Christian Self-government.*
- *Holy Bible*
- *Slater, R. J. Teaching and Learning America's Christian History: The Principle Approach*
- *Webster, N., LL.D. American Dictionary of the English Language, (1828 facsimile ed.)*
- *Youmans, E. L. The Noah Plan History and Geography Curriculum Guide*

Practicum I Procedures

Complete all fifteen assignments required by Foundations Course.

Research

- ☐ Select a topic of history that you would enjoy learning and teaching appropriate to one grade level (3rd-12th grade) by surveying the curriculum charts in the Noah Plan History and Geography Curriculum Guide for suggestions.
- ☐ Complete one key individual chart AND either one key document chart OR one key event chart related to the topic.
- ☐ Identify and define the vocabulary related to teach and to learn your selected topic using the original 1828 Webster.

Reason

- ☐ Access primary source material related to topic. (CHOC I, T&L, & other primary sources)
- ☐ Create seven lesson plans for teaching the selected topic, each lesson highlighting one of the seven principles of America's Christian history and government.

Relate

- ❑ Use the Noah Plan, *History and Geography Curriculum Guide* to craft the lesson plans, using the model lesson plan found on page 109 as a template.
- Use “Guide to Writing Lesson Plans,” on page 110, as an instructional model noting the exact grade level, date, quarter, week, teacher, title, the subject taught, key individual(s) discussed, geography, homework assigned, and references.
- Carefully plan the methods and modes of teacher presentation, profitable student interaction with the content of the lesson, evidence of goal mastery, and means of assessing learning.

- ❑ Create a model of each written student assignment (i.e. essay, research, quiz, reason questions, maps, etc.). In other words, complete each assignment as if you were the student. This will serve as the model when you grade the assignment.

The Foundation for American Christian Education

Resolute in teaching Biblical principles that sustain liberty



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757-488-6601 800-352-3223 Info1828@FACE.net FACE.net

The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning

Applications Course Syllabus





The Principle Approach

Thinking and Reasoning Biblically

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Applications of The Principle Approach®

The Principle Approach Applications Course is open to those participants who have taken the Foundations Course, or the equivalent, and are registered in the FACE Master Teacher Certification Program.

The Applications Course solidifies the practical outworking in the classroom of the Principle Approach philosophy, methods and curriculum. The two courses and the two independent “practica”¹ prepare the participant for the last phase of certification which is a four-day “Exhibition” that completes certification.

Principle Approach teaching and learning returns the education of Christian children to the original, authentic base. American education’s story is one of triumph, erosion, and, now, restoration. The Biblical classical approach sharply contrasts in method with the secular Marxist method practiced currently by American educators. The Principle Approach rests upon reasoning logically from the Word of God in all of life and every avenue of learning to obtain wisdom with knowledge and a Biblical worldview.

The Principle Approach Applications Course equips teachers to return to authentic American Christian philosophy and methods that produced men and women, fathers and mothers, merchants, pastors, craftsmen, and statesmen, who built the early universities where Christian theology was the “queen” of the sciences. Their sons and daughters thought governmentally, first in light of personal character and conduct, and ultimately in terms of civil government. They gave us the first

self-governing nation that became the envy of the world and the engine of great earthly benefit to all mankind.

The Applications Course is designed to equip teachers with instructional, planning, and curriculum skills, based in the Biblical philosophy of education that frames the Principle Approach methods. Participants will create a teacher notebook for lifelong use and with the tools for the independent completion of Practicum II.

The same standards as required for the Foundations notebook method pertain to the Applications notebook (binder). The course incorporates “workshop” sessions for practice of the methodology, for curriculum planning, lesson construction, and for individual mentoring of teachers and administrators.

School leaders will address applications of the Principle Approach in areas of administration.

Principle Approach: the Method of Teaching and Learning in Authentic Christian Education

WHY the Principle Approach? It is the Biblical Christian PHILOSOPHY for educating the child.

WHAT is the Principle Approach? It is the learning METHOD best fitted to reach the mind and heart of the child.

HOW is the method accomplished? By basing the curriculum—the order and choice of subjects to be taught—on the authentic Christian philosophy and method of teaching and learning.

There can be no syncretism...

Either Creator God is Sovereign and Provident and has expressed His will to man through His Word...

OR

Created man is god and the child is indoctrinated to serve a pagan, secular, Marxist agenda.

The two philosophies are mutually incompatible.

The **Philosophy** of education Governs...

The **Methods** of learning employed by the teacher...

In a **Curriculum** aligned with historic Biblical education.

Applications Course Overview

The Art and Practice of Teaching and Learning

I. Teacher: the Living Textbook

I Cor 11:1; Luke 6:40

Internalizing the components of authentic Christian education

- a. The essential interlocking components of the Principle Approach
- b. The wholistic practice of authentic Christian education
- c. Workshop: curriculum design

II. Learner: Created For God's Purpose

Luke 18:16; John 3:16

Practicing the spirit of authentic Christian teaching and learning

- a. The end result of teaching—every child learning
- b. The benchmarks of effective teaching and learning
- c. Workshop: overviewing

III. The Art² of Teaching

Luke 12:12; Isaiah 2:3

Practicing Principle Approach methods

- a. The teaching and learning dynamic
- b. The schoolroom as thriving environment
- c. Workshop: planning

IV. The Art of Learning

Deut. 6:4-9; 20-25

Actualizing³ every child learning

- a. The 'why' of everything: purposeful engagement
- b. The power of the tutorial perspective
- c. Workshop: lesson design

V. Presentations and Launch

Ph. 4:8-9, 13; 2 Cor. 12:9; Eph. 3:8-12

- a. Presentations
- b. Launching Prayer
- c. Christian History Field Study

Daily assignment:

Write a reflection on the theme Scriptures of each day and their application to the role of teacher.

Define the word that is the key word for you.

² The disposition or modification of things by human skill, to answer the purpose intended.

³ Existing in act; real; in opposition to speculative, or existing in theory only.

Objectives of the Applications Course

- Solidify the mastery and practice of authentic American Christian education methods.
- Cultivate the Biblical providential worldview of history and government in support of every subject in the curriculum.
- Practice applying the philosophy and methodology of the Principle Approach® to form Biblical reasoning, Christian scholarship, and Christian character.
- Develop the “living” curriculum by aligning wisdom and knowledge to the Gospel and its principles through the subjects.
- Demonstrate in practical classroom application the Biblical, classical, historic, and tutorial distinctives of authentic Christian education.
- Engage and address student individuality, tutorial learning, and character-building methodology and expectations.
- Employ field study and enrichment experiences for visual, tactile, and cultural enhancement through the fine arts.

Critical Competencies

- Practice and apply the standards, the skills of scholarship, and the educational tools of authentic American Christian Education in developing curriculum.
- Practice employing Principle Approach methods strategically to lead towards mastery subjects and skills through the knowledge of God and his Word.
- Demonstrate reasoning from Biblical principles to formulate clear, accurate, and logical expressions of thought upon a sound philosophy of education in research and writing assignments.
- When appropriate, locate, incorporate, and cite primary sources, as opposed to secondary sources or historical commentaries, in research and writing.
- Develop and emphasize principles, leading ideas, themes, key individuals, key events, and key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

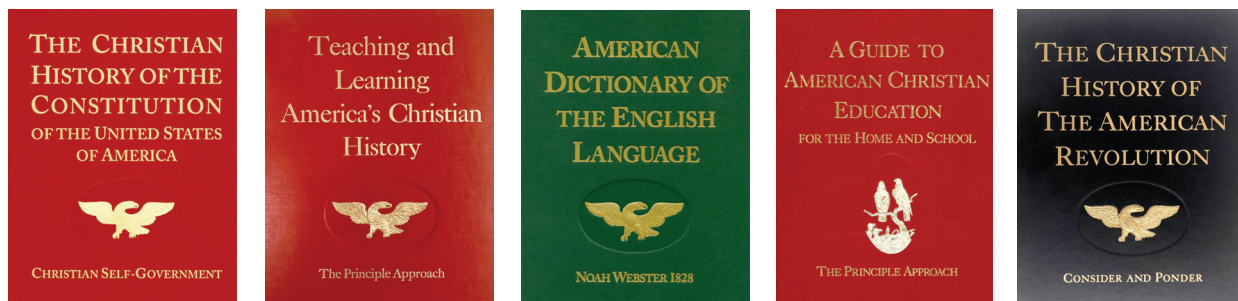
See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. **Colossians 2:8**

There is a philosophy which is a noble exercise of our reasonable faculties and highly serviceable to religion, such a study of the works of God as leads us to the knowledge of God and confirms our faith in him. But there is a philosophy which is vain and deceitful, which is prejudicial to religion and sets the wisdom of man in competition with the wisdom of God, and while it pleases men's fancies ruins their faith.

Matthew Henry's Commentary on Colossians 2:8

Your Privilege of Knowing the Christian History Volumes and the 1828 Webster American Dictionary of the English Language

1. Following the Bible, these books below represent the purest and most complete repository of American Christian principles, character, and language.
2. Because we are American Christian educators teaching from a Biblical worldview, we ourselves must know, and teach our students, who we are as a nation, Christian church, and individuals contending with aggressive, opposing worldviews. It is necessary to thoughtfully and thoroughly return to the principles behind issues of life and faith. The ‘Christian history volumes’ are the repository of those principles.
3. Because our language has been hijacked by the deceptions of “political correctness,” we are obliged to define Christianity anew and authoritatively to restore effective communication of the Gospel. Since 1828, Webster’s American Dictionary is the only dictionary in print that serves that need.
4. Every time we use primary sources, we elevate our minds and hearts, hone our thinking, and supply the ideals and language to communicate truth effectively.



Seminal volumes required for the course: *The Christian History of the Constitution of the United States: Christian Self-government, Hall; Teaching and Learning America’s Christian History: the Principle Approach, Slater; American Dictionary of the English Language: 1828, Webster.*

Additional volumes required for the course: *The Noah Plan Curriculum Guides: History and Geography, Literature, English Language, Science, Mathematics, Reading, and Art; The Guide to American Christian Education for Home and School: The Principle Approach, Rose; The Christian History of the American Revolution: Consider and Ponder.*



All books are available at FACE.net

How we work together during the Applications Course week

1. Working as a group and as individuals to practice the Principle Approach philosophy and methods hands-on through the daily classes, from Monday morning breakfast through the Friday afternoon field study.

Techniques of Jesus (Horne); The Philosophy of Christian Curriculum (Rushdoony) These books are also required reading for ACSI philosophy of education credit for ACSI teacher certification.
2. Class schedule is 8:30-4:30 Monday through Thursday with a 90-minute lunch break
 - a. AM: begins with faculty-led devotion and reflection followed by two morning sessions with a 20-minute break in between.
 - b. Lunch 11:30-1:00 on your own
 - c. PM: one afternoon interactive workshop session 1:00 to 4:00
 - d. Friday: 8:30-noon followed by Christian History Field Study
3. On Wednesday evening we share a light supper in a private home for fellowship and networking.
4. The daily texts of the course and for on-going use are:
 - a. Teaching and Learning America's Christian History: The Principle Approach (Slater)
 - b. Christian History of the Constitution Vol. 1
 - c. The Guide to American Christian Education for Home and School: The Principle Approach (Rose)
 - d. American Dictionary of the English Language, 1828 facsimile edition (Webster)
 - e. The Noah Plan Curriculum Guides—set of seven (Math, Literature, English Language, Reading, History-Geography, Science, Art)
 - f. Books that may be referenced in Applications and required for Practicum II are: Teaching
5. For those registered in Principle Approach Master Teacher Certification Program, the Applications Course is followed by Practicum II; the daily assignments in the Applications Course are directed towards the Practicum II requirements.
6. The Applications Notebook (binder) serves as both a tool of study for your week's work and a record of your mastery of the Principle Approach for your use going forward. It is submitted for review at the completion of all assignments along with the Practicum II completed work as a requirement of certification.
7. Your FACE provided three-ring binder has four dividers labeled
 - a. Teacher
 - b. Learner
 - c. Art of Teaching
 - d. Art of Learning
8. All course materials from Applications faculty, personal session notes, and all assignments are filed in the provided binder in order of presentation. The notebook is to be completed in one-color ink and must reflect the same standards that are expected of students — neatness, order, completeness, and correctness.

Monday Schedule

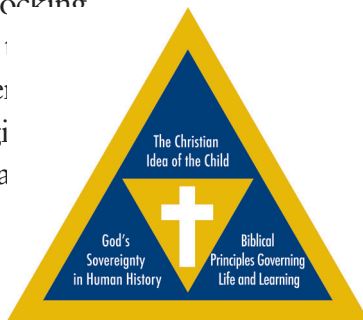
Teacher: The Living Textbook

Internalizing the components of authentic Christian education

8:00-9:00 Breakfast, Introduction, Prayer

9:00-10:00 Authentic Christian Education with Dr. Mike Myers

- The Principle Approach as the methodology based upon interlocking Biblical doctrines at the heart of authentic (genuine and original) American Christian philosophy of education.
- The Providential worldview that forms the context of all of life and therefore the context of all of learning.
- Seven Biblical principles resolve government with liberty as they pattern the vertical and horizontal relationships of life.



The Principle Approach
Thinking and Reasoning Biblically

10:20-11:30 Authentic Christian Methodology with Dr. Carole Adams

Methodology, n. [L. methodus; way] The natural or regular manner in which the steps of a complex subject or skill are placed or arranged appropriately for teaching a child.

- The theological and pedagogical origins and impact of the Principle Approach constitute its authentic nature.
- The “Circle of Learning” reflects all knowledge as of God’s and “eupraxia” as the object and art of Christian education, the means by which humanity “can fulfill its cultural mandate and return glory back to God.”

- Ramist logic, a tool of clear thinking.
- Biblical reasoning: William Ames, *The Marrow of Divinity*, and *Technometry*

11:30-1:00 Lunch

1:00-5:00 Workshop in Curriculum Design

Participants have selected a subject for development

- The curriculum design process by defining the subject
- Identifying the subject’s principles and leading ideas to overview the subject at a grade level.
- Four R’ing as the natural and essential steps of genuine learning

Participants have selected a subject and grade level for the workshop. Each afternoon is dedicated to working through the “Curriculum Design Process” on pages C16-18. Beginning with “Research” on Monday, “Reason” on Tuesday, “Relate” on Wednesday, and “Record” on Thursday, each day’s work builds skill in Principle Approach curriculum design towards the final lesson planning goal.

Tuesday Schedule

The Learner: Created for God's Purpose

Practicing the spirit of authentic Christian education

8:30-9:00 Devotion and Reflection with Sally Armstrong and Dr. Max Lyons

9:00-10:00 The Learner with Dr. Mike Myers

Pu'pil, [L. pupillus] The apple of the eye; a little aperture in the middle of the iris and uvea of the eye, through which the rays of light pass... A youth or scholar of either sex under the care of an instructor or tutor. Stu'dent, n. [L. students, studeo.] A person engaged in study; one who is devoted to learning, a scholar.

- The end goal of teaching is enabling every child to learn. The trust given all teachers requires the teacher to lead pupils successfully through the lengthy process of becoming students. Think of the chrysalis. Both pupils and students are learners.
- "Teachers should accommodate themselves to the capacity of the learners, give them what they most need, and can best bear, and a little at a time... A variety of instructions [that] might be pleasing and inviting." Matthew Henry's Commentary on Isaiah 28:9,10 Whom shall he teach knowledge? And whom shall he make understand doctrine? For precept must be upon precept, precept upon precept; line upon line, line upon line, here a little, and there a little... Isaiah 28:9,10
- Relationship is everything. It is said of Mark Hopkins [an American educator and theologian] that the ideal learning situation is "Mark Hopkins on one end of a log and a

student on the other."

Explain the characteristics of the learner in your experience as teacher, parent, pastor, or leader.

10:20-11:30 Benchmarks with Dr. Carole Adams

- The benchmarks, [standards or points of reference against which the practice of the methods of teaching may be assessed] align with the wholistic perspective of Principle Approach teaching and learning.
- "Eupraxia," individualized pacing, depth over breadth, productivity over busy-ness, and an emphasis on student presentation of understanding, all compose successful learning.

11:30-1:00 Lunch

12 Noon Stonesetter Tour

1:00-5:00 Workshop in Overviewing

The art of overviewing the subject at grade level to govern the effective teaching and learning of the subject by Principle Approach methodology.

Use the overview template as a guide to access your research continuing to follow the workshop guide on pages C16-C18.

Wednesday Schedule

The Art of Teaching

Practicing Principle Approach methods

8:30-9:00 **Devotion and Reflection with
Sally Armstrong and Dr. Max Lyons**

9:00-10:00 **The Teaching and Learning Dynamic
with Dr. Carole Adams**

- The dynamic [Gr. , power] of Christian techniques in teaching is modeled by the Master and learned of Him: The Teaching Techniques of Jesus.
- The love of learning injects the secret ingredient of masterful teaching as it inspires excellence.

10:20-11:30 **The Schoolroom as Thriving
Learning Environment
with Dr. Mike Myers**

- The teacher as governor enables the productivity of every student towards individual learning goals.
- The rule of character as causative of all action emphasizes the ‘internal to external’ dynamic of learning as discipleship.

11:30-1:00 **Lunch**

1:00-5:00 **Workshop in Unit Planning**

The scope of the unit of teaching permits the success of the methodology —*The chief art of learning is to attempt but little at a time.*

John Locke

5:30-7:30 **Supper together in a private home**

Thursday Schedule

The Art of Learning

Actualizing Every Child Learning

8:30-9:00 **Devotion and Reflection with
Sally Armstrong and Dr. Max Lyons**

9:00-10:00 **The Why of Everything:
Purposeful Engagement
with Dr. Carole Adams**

- ‘First things first’ requires the teacher to gain the consent of the learner to be taught as learning is the child’s ‘property’ of which the ‘title’ is his consent.
- Strategizing through stages of learning makes way for successful teaching.

10:20-11:30 **The Power of
the Tutorial Perspective
with Dr. Mike Myers**

- The components of the lesson set the rhythm of learning planned by the teacher.
- Routine, consistency, and surprise are necessities and symbiotic.

11:30-1:00 **Lunch**

1:00-5:00 **Workshop in Lesson Design**

Beginning detailed lesson planning of the five-week unit required for the Master Teacher Certification. At completion of the workshop, participants will present lessons in groups for coaching and critique.

Friday Schedule

Presentations and Launch

Going Forward Confidently Together

8:30-9:00 **Devotion and Reflection with
Sally Armstrong and Dr. Max Lyons**

9:00-10:20 **Presentations**

Sharing lesson plans in groups for affirmation,
brainstorming, and encouragement.

10:30-11:30 **Becoming Restorers**

Principles Studies Groups

Chris Evans

Cultural Issues

Dr. Mike Myers

Reclaim 85

Dr. Max Lyons

**Launching Prayer and
Commendations**

Lunch and Christian History Field Study of Yorktown, Virginia

Please remember to complete the evaluation of the
Applications course and submit it to Dr. Lyons.

*It is our joy to work with you this week in the
noble endeavor you serve. Please let us know what
and how you are proceeding.*

We are with you heart and soul.

Applications Course Assignments for Reflection and Reasoning

Monday:

Research Teacher The Living Textbook

I Corinthians 11:1 Be imitators of me, as I am of Christ. Luke 6:40 A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher.

Assignment: Write A Reflection on the above Scriptures and their application to the role of teacher. Define the word that seems to you to be the key word.

Listen to what you read

Readings are enriching to the content of the course, a useful study technique that causes thinking, reasoning, articulation, and mastery of ideas is "LWR" ("Listen to what you read"). To use this "listen to what you read" note-taking technique:

- First read a single paragraph then write a one-line sentence about something that stands out to you in that paragraph.
- Don't try to summarize the whole content of the paragraph — just what comes to mind and jumps out to you.
- Though your mind reads the whole paragraph, what comes to mind is the connecting "handle" for recalling the rest of the paragraph.

Assignment: One (1)LWR your choice

Workshop: Four-R Your Subject

Tuesday:

Reason Student Bearing God's Image

Luke 18:16 Let the children come to me, and do not hinder them, for to such belongs the kingdom of God. John 3:16 For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.

Assignment: Write a Reflection of the above scripture and its warning and promise to the teacher. Define the word that seems to you to be the keyword.

Workshop: Develop a overview in your subject

Wednesday:

Relate The Art of Teaching

Luke 12:12 *For the Holy Spirit shall teach you in that same hour what ye ought to say.* Isaiah 2:3 *Come, let us go up to the mountain of the LORD, to the house of the God of Jacob, that he may teach us his ways and that we may walk in his paths.*

Assignment: Write a Reflection of the above Scriptures describing the source of Principle Approach teaching and how to access the source.

Workshop: Develop a Unit Plan of 3 to 5 Weeks In Your Subject

Thursday:

Record The Art of Learning

Deuteronomy 6:6-8 *And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.*

Assignment: Write Reflection of the Scripture above and its application to the teacher and the learner.

Workshop: Prepare to present a Lesson Plan to the group

Friday:

Presentations of Lesson Plans

Notes

Curriculum Design and Development

Four R-ing, Overviewing, and Lesson Planning

Step One: Research

1. **Definition:** Take ownership of the vocabulary of the subject to discern its purpose and nature by using the *1828 Webster Dictionary*.
 - a. Identify and define the vocabulary of the subject.
 - b. Define the key words in the definitions; identify further key words of the subject and define.
2. **Search the scripture:** with concordance or *Where To Find It In The Bible*, identify how the key words of the subject appear in the Bible.
 - a. Select scripture that suggests principles of the subject.
 - b. Write a summary definition of the subject in your own words.
3. **Reference the Main Ideas of the Subject:** this provides a whole view of the subject giving a broader context for identifying the grade-level content.
 - a. Use the curriculum charts in the front of every Noah Plan subject curriculum guide: (1) *History-Geography*; (2) *English Language*; (3) *Mathematics*; (4) *Science*; (5) *Literature*; (6) *Reading*; (7) *Art*.
 - b. Reference other sources for detailing and enriching the subject.
 - i. Text books and reliable internet sources
 - ii. Primary sources – biographies, autobiographies, journals
4. Research the history of the subject, the key individuals of the subject, and the key events and documents.

Step Two: Reason

5. Identify the principles of the subject suggested by the definitions and by the Scripture, and by the subject content. See Supplement for *Sources for the Biblical Principles by Subjects* on page E12
6. Identify the subject content to be taught at the grade-level. (See NP curriculum guides)
7. Identify the purpose and goals of teaching and learning the subject at grade-level. (See NP curriculum guides)
8. Determine the time needed in the schedule and calendar for teaching and learning each unit. Remember to prioritize depth of reasoning and the acquisition of wisdom, skills, character, and knowledge—depth over breadth. It is not a race to the goalpost of “covering the book”. Remember that what the student masters and internalizes is priority over regurgitating facts.
9. Use FACE writable Quarterly Plan template to plan the teaching sequence, emphases, and pace.
10. Develop the Overview of the Subject, using the Principle Approach Overview template, to introduce the subject to the student as the roadmap for the year of work.
 - a. Write the purpose for learning the subject at your grade level.
 - b. Identify the principles that most bring light to the subject.
 - c. Write the highlights of instruction in four quarters including projects, field study, special days, etc.
 - d. Include resources, grading scale, or any other pertinent information for students.
 - e. Have copies of the Student Overview for notebooks on the first day.

Step Three: Relate

11. Divide the planned teaching and learning into the subjects' natural units of instruction for grade-level, referencing your completed Quarterly Plan template.
 - a. Determine the number of lessons each unit requires for completion at your grade-level.
 - b. Refer to the Guide to Writing Lesson Plans, (the History-Geography Curriculum Guide, p. 110) to plan your series of lessons, considering each aspect of the lesson to be taught, drawing students in, cultivating the love of learning, the presentation with tools and aids, student interaction with the lesson towards mastery.
 - c. Determine the outcome of the lesson you will target and what learning success will consist of.
 - d. Using FACE writable Lesson Plan template, plan a series of lesson plans for each unit.

Step Four: Record

12. Develop your teacher notebook to contain your overview, planning details, and written lesson plans.
13. File all resource material for teaching the subject in your teacher notebook for reference as you teach.
14. Plan the "Record" step of learning for your students:
 - a. Plan the student notebook organization with title page, student overview of the subject, labeled dividers for the components to be taught, notebook grading sheet, etc.
 - b. Determine the standard you will require for notebook work: specifics of neatness, order, accuracy, and completeness.
 - c. Plan projects, presentations, special day celebrations, field studies, etc.

Applications Course Practicum II

Following the Applications Course, an independent practicum is submitted by the student as the next step in the Principle Approach Master Teacher Certification program.

Practicum II Objectives

- Apply the Principle Approach,[®] philosophy and methodology to demonstrate the methods of teaching Biblical reasoning, Christian scholarship, and Christian character.
- Engage the student's individual learning needs with appropriate character-building expectations in develop in the "living" curriculum.
- Use a field study and enrichment experiences to incorporate visual, tactile, and cultural enhancement to the lessons (music, art, craft, etc.)

Critical Competencies

Practice and apply the Principle Approach standards, skills of scholarship, and educational tools in developing curriculum per standards set in Foundations and Applications courses.

Develop and emphasize principles, leading ideas, themes, key individuals, key events, key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

Course Texts Required

In addition to the Holy Bible, a related concordance, and the texts required for

Foundations and Applications week-long courses:

1. Rose, James. *Guide to the Principle Approach*
2. *The Noah Plan Curriculum Guides*: Reading, English, Literature, History and Geography, Mathematics, Science, Art
3. Horne, Herman H. *Teaching Techniques of Jesus*. Grand Rapids, MI: Kregal Publishing

Practicum II Procedures

❑ Complete all assignments required in the Applications Course in 4 R'ing your selected subject area towards building a teacher notebook.

❑ Reflection:

- a. Read thoughtfully *Teaching Techniques of Jesus, or Jesus the Teacher: Examining His Expertise in Education*, Herman Horne.
 - Make a list of the techniques that most call you towards the heart of God.
 - Write an "Emphatic Conclusion" to your study of this classic (one paragraph capturing its essential value).
- b. Using the *Seven Laws of Teaching* (John Milton Gregory, 1884, one-page hand-out) as a guide, think through how each of the seven laws will guide your preparation. Record your thinking in a paragraph for each law. Example: Law #1 describes the end goal of lesson preparation stating the personal standard you will set for your teaching preparation and using Webster's definition #1 of the word 'preparation.'

❑ **Preparation:** In your subject area, plan a 5-weeks unit of lessons:

- c. Word Studies as follows for each of the following concepts essential to authentic Christian teaching: inspire, cultivate, enlighten, instruct, consecrate.
- d. Outline a five-week unit of lessons, identifying
 - i. Principles that govern the subject content including
 - 1. Leading ideas (major themes)
 - 2. Goals and objectives for the student
 - ii. Vocabulary to define and teach
 - iii. Grade-appropriate projects and assignments
 - iv. Student presentations and assessment
 - v. Books and resources list
- e. Develop lesson plans based on your overview to include all components.
 - i. Include key chart(s) as appropriate; timelines; modes of enrichment with art, music, drama, etc; reading and writing assignments; visuals; field study; homework; review and assessment.
 - ii. Use the Noah Plan lesson templates as needed.
- g. Write model student assignments for the lessons as the standard of expectations.

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Resolute in teaching Biblical principles that sustain liberty



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The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning

Exhibition Course Syllabus



A New Chapter of Restoration Begins

Congratulations and welcome to the culminating week of the FACE Master Teacher Certification program. These four days cultivate and celebrate individual expression with mentors and cohort members for a new level of confident leadership and service.

FACE Master Teacher Certification attests to an acknowledged career achievement for service to the Kingdom of Christ. Certify means to make certain, to testify to in writing, to make known or establish a fact.

The principle we work from this week is learning from each other by giving and receiving commendation and recommendation. Commend means worthy of notice, to speak in favor of, to recommend.

This time of individual reviews, lesson presentations, and instruction to further equip you is also a time of celebration. God taught and commanded his people to celebrate and create monuments to designate milestones of faith in their earthly journey. We invite you to enter into that spirit with us this week—enjoy commendations and recommendations, bask in the fellowship of like-minded friends, and imagine and strategize with us in the adventure of building the Kingdom.

American education's story is one of triumph, erosion, and, now, restoration. The Principle Approach enables teachers to return to authentic American Christian philosophy and methods that produced men and women, fathers and mothers, merchants, pastors, craftsmen, and statesmen who thought governmentally, first in light of personal character and conduct, and ultimately in terms of civil government. They gave us the first self-governing nation that became the hope and envy of the world and the engine of great earthly benefit to all mankind.

We are together writing a new chapter.

*The tongue of the wise commends knowledge,
but the mouths of fools pour out folly.*

Proverbs 15:2

Exhibition Table of Contents

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Please bring to the Course

- ✓ *The Bible*
- ✓ *Teaching & Learning America's Christian History: The Principle Approach*
- ✓ Copies of your lesson plan for distribution
- ✓ The Exhibit Syllabus will be given digitally
- ✓ Please bring your own laptop, and/or if you prefer, a notebook

*Now faith is the assurance of things hoped for,
the conviction of things not seen. For by it the people of old received their commendation.*

*By faith we understand that the universe was created by the word of God,
so that what is seen was not made out of things that are visible.*

*By faith Abel offered to God a more acceptable sacrifice than Cain, through which he was commended as
righteous, God commending him by accepting his gifts.*

Hebrews 1:1-3

The Transfer of a Way of Life

The most important fact about the subject of education is that there is no such thing.

Education is not a subject, and it does not deal in subjects. It is instead the transfer of a way of life.
G. K. Chesterton

[I]t is the sincere desire of the writer [Noah Webster] that our citizens should early understand that the genuine source of correct republican principles is the Bible, particularly the New Testament or the Christian religion.

The religion which has introduced civil liberty is the religion of Christ and his apostles, which enjoins humility, piety and benevolence; which acknowledges in every person a brother, or a sister, and a citizen with equal rights. This is genuine Christianity, and to this we owe our free Constitutions of Government.

The moral principles and precepts contained in the Scriptures ought to form the basis of all our civil constitutions and laws.... All the miseries and evils which men suffer from, vice, crime, ambition, injustice, oppression, slavery, and war, proceed from their despising or neglecting the precepts contained in the Bible.
Noah Webster, History of the United States 1832

All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.
II Timothy 3:16-17

Let the American youth never forget, that they possess a noble inheritance, bought by the toils, and sufferings, and blood of their ancestors; and capacity, if wisely improved, and faithfully guarded, of transmitting to their latest posterity all the substantial blessings of life, the peaceful enjoyment of liberty, property, religion, and independence.

Joseph Story, Commentaries on the Constitution, 1833

For Such a Time as This

We value the privilege we share with our camaraderie and friendship in working to build the Kingdom together. Because education is at the heart of every issue that plagues our families, the church, communities, and the nation, we are on battle lines in today's cultural and political climate. Teaching America's providential role among nations and the principles that make men free are of prime value and greatest need in the generations we touch.

Our goal is to affirm your calling, prepare you for further leadership, equip you and expand your vision for service, and award you with a credential. To accomplish the goal, we will meet individually with you for personal mentoring and we will serve as a "mentoring cohort" helping each other.

Education today determines tomorrow's philosophy and scope of government, quality of culture, influence of the church, strength of the family, and the health of our economy. We believe that the future of our country is subject to the philosophy of education that shapes tomorrow's economics, government, morality, religion, and social issues. Education is at the core of every local, state, and national issue. The method of educating either enhances God's purpose in the life of each individual child or inhibits it. "Education makes a greater difference between man and man than nature has made between man and brutes."
—John Adams

By the 1950's, America forgot her original, founding mission built upon Biblical principles that established a free nation as a refuge from tyranny for humanity. When those founding principles gave way to socialism and progressivism through government-controlled education, a small, influential conservative movement emerged to stem the flood. The Foundation for American Christian Education (FACE) was instrumental in that movement, effectively equipping Christians with the knowledge that had been abandoned—America's Christian history and method of education built upon Biblical principles to usher in a new era in Christian education with the means of restoring what had been lost.

Presently FACE serves hundreds of schools, home schools, churches, and homeschool co-ops with curricular materials. Investing in teaching and equipping American Christians in biblical principles results in aligning individuals, families, schools, churches, and communities with a biblical worldview.

Exhibition Week Daily Schedule

Monday

Individual Review Meetings
Mentors will meet with each participant individually to review the submitted Practicum II and preview the prepared lesson in a one-hour mentoring session. The remainder of the schedule is given for research and accessing materials in the Hall-Slater Library, conferring with colleagues, and practicing and timing your lesson presentation.

| | |
|-------|---|
| 8:00 | Welcome, reunion breakfast, introductions and overview of week |
| 9:30 | Group 1 meeting with mentors to review work and preview lesson plan |
| 10:30 | Group 2 meeting with mentors to review work and preview lesson plan |
| 11:30 | Lunch on your own |
| 1:00 | Group 3 meeting with mentors to review work and preview lesson plan |
| 2:00 | Group 4 meeting with mentors to review work and preview lesson plan |
| 3:00 | Preparation for lesson presentations and “observation template” |

Tuesday & Wednesday

Prescribed Lesson Presentations
Presentation Lessons are video recorded for you. This exercise multiplies the benefit of presentation for the presenter and for the class members who will record the components of the lesson on the provided template with commendations and recommendations, and gather self-instruction points while observing.

| | Tuesday | Wednesday |
|-------|--|---|
| 8:30 | Devotion Dr. Max Lyons Sally Armstrong | Devotion Dr. Mike Myers Sally Armstrong |
| 9:00 | Presentation #1 | #9 |
| 9:50 | Presentation #2 | #10 |
| 10:35 | Break | Break |
| 10:45 | Presentation #3 | #11 |
| 11:30 | Lunch | Lunch |
| 12:45 | Presentation #4 | #12 |
| 1:35 | Presentation #5 | #13 |
| 2:20 | Break | Break |
| 2:30 | Presentation #6 | #14 |
| 3:20 | Presentation #7 | #15 |
| 4:10 | Presentation #8 | #16 |
| 5:00 | End | |

Thursday*Equipping Restorers*

Today's equipping provides a wholistic perspective of the role of Restorers in the Kingdom with clear vision, strategies, and preparation for service, including instruction and information, materials, and counsel.

8:30 Devotion

The Biblical Model of Restoration

Dr. Mike Myers

Sally Armstrong

9:00 Strategy for Restorers

to Reclaim the Culture

9-9:20 Introduction: The Constituents of Constitutional Liberty, The American Christian Home, Church, and School led by Dr. Carole Adams

9:20-10:00 The Family: Strategies for the Christian home, T& L pages 3-37, discussion led by Carey Woodruff

10:05-10:30 Principled Study Groups for the home and church, led by Chris Evans

10:30-10:45 Break

10:45-11:30 The Church: T& L pages 38-51, Principled Study Groups, Christian Education Scholarship Program, Biblical Worldview Curriculum for children, youth, teens and adults, led by Dr. Max Lyons

11:30-noon The School: T& L pages 52-57, Building a lasting educational institution, the Dayspring Christian Academy story, led by Dr. Mike Myers

12:00 Lunch

1:00 Navigating the current Cultural Issues
Participants will be divided into four groups. Each will meet to discuss and brainstorm on strategies to teach the truth with regard to "hot topic" cultural issues. We will convene and each group will present their ideas and conclusions.

1-1:15 Introduction and instructions.

Choose a cultural issue:

1. Biblical view of marriage and sexuality vs sexual anarchy led by Carey Woodruff
2. 1619 Project vs 1776, Providential vs. Marxist view of history led by Dr. Carole Adams
3. Cultural Marxism's view of race; Critical Race Theory, Slavery, BLM vs God's Principle of Individually led by Dr. Max Lyons
4. Biblical Liberty vs. Soft Totalitarianism being implemented by the radical left led by Dr. Mike Myers

1:15- 2:45 Group presentations and discussion

3:00-4:00 EW Jackson, Stand America

5:00 Celebration Dinner

Testimonies and Graduation Ceremony

Protocol for Lesson Presentation

Philosophy: Your lesson planning aligns with the philosophy and spirit of the Biblical standard of teaching and learning presented in T&L pp 88-110.

Template: Use any of the Lesson Plan Templates published in the Noah Plan Curriculum Guides (Please see History p 109, 144; Literature p 38; English p 42 for template and full explanation of planning method). Select one that accommodates your topic best. Blank writable templates are available in the FACE dropbox.

Observable Values: The lesson presentation will exhibit the values of authentic Christian teaching and learning as observable qualities:

1. Love of teaching that begets the love of learning
2. Biblical worldview demonstrated in the topic
3. Methods that form Christian character and conscience
4. Providential view of history
5. Imparts life-long learning skills
6. Consistent use of logic and reasoning
7. Effective communication skills
8. Strategies for enabling every learner

Prescribed Presentation: The lesson presentation comprises 3-5 minute “pre-lesson;” 30 minutes complete lesson as you would teach it to students at grade level; and 10 minutes for the post-lesson discussion. Please time your practice to observe strictly the time allotted.

- I. Pre-lesson: (3-5 minutes) Introduce the lesson topic and execution to the cohort — what they need to know to follow well.
- II. Lesson (30 minutes complete)
 - a. Gain the consent of the learner
 - b. Connect lesson to what is known and previously taught — review
 - c. Research: New material or skill
 - d. Reason: Principles and leading ideas with student engagement
 - e. Relate: Participation and interaction with the topic/skill
 - f. Record: Writing the essence of the lesson for future study and masteryUse of tools of instruction as needed – copying, rephrasing, sketching, direct response, quizzing, oral presentation, etc.
- III. Post-lesson review: discussion, questions, commendations, recommendations, ideas, applications. Thank you for generously sharing this exercise of mutual edification.

Teaching Fellows and Scholars

Certification opens doors of opportunities to serve, to represent FACE and sister ministries, and to join with others in the noble effort of restoring the family, the church, communities, and the nation, nurturing leadership, friendships, and connections as God seals and bonds of an army of restorers.

A FACE Fellow is described as one who:

- Ably communicates and demonstrates the Principle Approach teaching others
- Is a FACE Principle Approach Master Teacher

Types of service:

- Training teachers
- Serving Leading Schools in community outreach
- Serving as a regional representative for FACE programs
- Mentoring Principled Studies groups and leaders
- Service as a FACE Fellow is remunerated per diem with expenses.
- Fellow teaching and speaking assignments could be for one day or more up to a week.

A FACE Scholar is described as one who teaches the Principle Approach and America's Christian history and is a published author.

Observation Template

For recording your lesson-presentation observations and notes or suggestions for each section of the lesson
If you are emailing, send to info@FACE.net and to the presenter.

Name Of Presenter: _____ Grade Level _____

Subject or title of lesson _____

Pre-lesson: (3-5 minutes)

Introducing the lesson topic and its execution to the cohort, to enable them to follow well.

Lesson (30 minutes complete)

- A) Gaining the consent of the learner
- B) Connecting the lesson to what the student knows of the subject – review
- C) Research: new material or skill
- D) Reason: principles and leading ideas with student engagement
- E) Relate: participation and interaction with the topic/skill
- F) Record: writing the essence of the lesson for future study and mastery

Use of tools of instruction as needed—copying, rephrasing, sketching, direct response, quizzing, oral presentation, etc.

Concluding observations:

Commendations:

Recommendations:

Name of Reviewer _____

Exhibition Course Mentors



Carole Adams Ph.D., President, Foundation for American Christian Education. Dr. Adams and her husband John founded StoneBridge School in Chesapeake, Virginia where Dr. Adams

served as head of school for 21 years. Dr. Adams is senior editor of The Noah Plan, a Principle Approach K-12 curriculum, and author of several other publications. Dr. Adams holds a BA from Old Dominion University, an MA in curriculum design and a Ph.D in educational leadership from Valley Christian University. She and her husband John are parents of a son and two daughters, seven grandchildren and two great grandsons.



Max Lyons Ph.D., Director of Teaching Services, Foundation for American Christian Education, served as teacher and administrator in three Christian schools since 1979. He holds a

Bachelor of Arts in Mathematics from Virginia Wesleyan College, a Masters in Christian School Administration from Regent University, and a Ph.D. in Christian Education from Whitefield Theological Seminary. He serves as FACE Director of Teaching Services and a Master Teacher and speaker. He authors several publications including How to Establish a Christian School and Restore the Republic. Max and Margie have four children and seven grandchildren.



Mike Myers, Ed.D., Director FACE Leading Schools Program. Dr. Myers founded Dayspring Christian Academy, Lancaster, Pennsylvania as a Principle Approach school and served as

headmaster at Dayspring for 33 years. Over the years Mike has trained teachers, students, and parents in America's Christian history, including the biblical principles government and education. Holding an MA and PhD from Regent University, Dr. Myers is an adjunct professor for Regent University and is the program director for the unfolding Principle Approach master's degree program for teachers at Bryan College. God has blessed Mike and Cathy with three grown children and nine grandchildren.



Martha Shirley, Principle Approach Master Teacher, is a founding faculty member and currently serves as Director of Professional Development at StoneBridge School, Chesapeake,

Virginia. Mrs. Shirley holds a BS and MS in Education. Martha established The Bible as Reader Program for Kindergarten through 5th grade and authored the Noah Plan Reading Curriculum Guide. She is a member of the FACE Board of Directors. Martha enjoys working with teachers as a mentor and trainer, and researching best practices in reading and writing. Martha is the mother of two and grandmother of six, She lives with her husband Jim in Suffolk, Virginia.

Exhibition Course Mentors



Margie Lyons, Home-based Master Teacher, is a professional educator with a B.S. degree in elementary education. She taught in a Christian school for two years before devoting her full-time energies to raise and homeschool her four children. Her accomplishments include home schooling with the Principle Approach, leading a Principle Approach home school support group, producing model teacher and student notebooks at all grade levels, and training homeschoolers in using this unique method of education. Margie specializes in curriculum development and consultant to teachers and parents.



Chris Evans, Christian Historian, has homeschooled her two children and also worked in promotion, publicity and history events at StoneBridge School. Chris has spent 25 years researching and studying Christian history specializing in the providential history of America and the Virginia Colony. She is currently available to lead tours to the First Landing site and the historic district specializing in tours to Jamestown. Chris recently published her first book *Odyssey of Faith, the Virginia Colony, Jamestown and You*, with accompanying coloring book and teacher guide.

Exhibition Course Class of 2021

| Last Name | First Name | School/Organization | State |
|--------------|------------|------------------------------|-------|
| Armstrong | Sally | Dayspring Christian Academy | PA |
| Bebb | Kim | Homeschool | NC |
| Caruso | Laura | Teacher/Tutor | FL |
| Dematatis | Paul | All Nations Academy | WI |
| Dickerson | Roxana | True North Christian Academy | FL |
| Frederickson | Carolyn | Teacher | TX |
| Hall | Heather | Homeschool | OR |
| Hall | Keltis | Homeschool | OR |
| Holler | Stephanie | True Foundations | OK |
| Hurley | Donna | Dayspring Christian Academy | PA |
| Lovett | Christine | True Foundation | OK |
| MacMenamin | Brenda | Teacher/Tutor | FL |
| Mellinger | Nate | Twin Valley Bible Academy | PA |
| Peters | Jessica | Christ Covenant School | VA |
| Stauffer | Mary | Dayspring Christian Academy | PA |
| White | Jill | Jill White Coaching | TX |

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The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning



The Principle Approach® comprehends the providential history of American Education, its triumphs, its erosion, and its restoration. The method is Biblical classical as practiced generally in the era that built the American Republic. The Principle Approach rests upon reasoning from the Word of God to obtain knowledge-with-wisdom to produce a Biblical worldview as applied to all of life and learning.

And many peoples shall come, and say:
“Come, let us go up to the mountain of the Lord,
to the house of the God of Jacob,
that he may teach us his ways
and that we may walk in his paths.”

Isaiah 2:3 ESV

Supplement Table of Contents

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Master Teaching Faculty



Mike Myers, Ed.D.

Director, Leading Schools Program

Dr. Myers was a public-school science teacher when he discovered the Principle Approach while attending

Regent University in the mid-1980s—a life-altering encounter. Upon earning a Master of Arts degree in School Administration, Mike returned to Lancaster, PA to start Dayspring Christian Academy as a Principle Approach school. Mike has served as headmaster at Dayspring for 33 years. Over the years Mike has trained teachers, students, and parents in America’s Christian history, including the biblical principles government and education. Mike is the author of the book, *It’s Time to Remember, America*, which is based on his radio spot, *Remember, America*, which began airing in 1993 and still continues. In addition to his headmaster duties, Dr. Myers is an adjunct professor for Regent University and is the program director for the unfolding Principle Approach master’s degree program for teachers at Bryan College. Mike has joined the FACE staff as Director of School Leadership. God has blessed Mike and Cathy with three grown children and nine grandchildren.



Carole Adams, Ph.D.

President, Foundation for

American Christian Education

A native Virginian, Dr. Adams’ work in Christian education led her and her husband John to found StoneBridge School

in Chesapeake, Virginia, a fully accredited K-12 school graduating students who lead the nation in Biblical worldview PEERS Test scores. Dr. Adams served as head of school for 21 years and continues to serve on the board of directors. Dr. Adams serves as senior editor of *The Noah Plan*, a Principle Approach K-12 curriculum and author of several other publications. She is the author of the *Classic Grammar* series and of the *Noah Plan English Language Curriculum Guide*. Dr. Adams holds a BA in French from Old Dominion University, an MA in curriculum design and a Ph.D. in educational leadership from Valley Christian University. She was commended by the Commonwealth of Virginia General Assembly for her “educational accomplishments on behalf of the young citizens of the Commonwealth.” She and her husband John are parents of a son and two daughters and have four grandsons, three granddaughters, and two great-grand sons.



Max Lyons, Ph.D.

Director of Teaching Services,
Foundation for American
Christian Education

Dr. Lyons served as teacher and
administrator in three Christian
schools since 1979. He holds

a Bachelor of Arts in Mathematics from Virginia Wesleyan College, a Masters in Christian School Administration from Regent University, and a Ph.D. in Christian Education from Whitefield Theological Seminary. He serves as FACE Director of Teaching Services and a Master Teacher and speaker. He authors several publications including *How to Establish a Christian School to Restore the Republic*. He has several books published in Portuguese that are used by a network of Principle Approach schools in Brazil.



Carey Woodruff

FACE Executive Vice President
After her graduation from
Marymount University (BA)
and Regent University (MBA),
she founded Ukraine Children's
Project in 1997, a Christian

humanitarian ministry to orphans in the Vinnitsa Oblast of western Ukraine. Carey joined the staff of FACE as a graduate of a Principle Approach school and advocate of the importance of this form of education in today's culture and in impacting the nations. Today she leads the development of the ministry and represents FACE at education, values, and religious liberty forums related to the faith-based initiatives of the U.S. government. Carey is the mother of two daughters who attend the FACE

demonstration school in Chesapeake, Virginia StoneBridge School. She and her husband Jeremy live in Suffolk, Virginia and her particular interests include painting and furthering the restoration of American Christian education.



Martha Shirley

Principle Approach Master
Teacher

Martha is a founding faculty
member and currently serves
as Director of Professional
Development at StoneBridge

School, Chesapeake, Virginia. She has developed and supervises teachers in the Principle Approach Master Teacher Pathway and Certification Program. Mrs. Shirley holds a BS and MS in Education. Martha established The "Bible as Reader Program" for Kindergarten through 5th grade and authored the Noah Plan Reading Curriculum Guide. She contributed significantly to The Noah Plan Lesson Manuals, for kindergarten through third grade, and the 4th grade textbook, *Walking With Jesus*. She is a member of the FACE Board of Directors. Martha enjoys working with teachers as a mentor and trainer, and researching best practices in reading and writing. Her life verse is Colossians 3: 17: And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Martha is the mother of two and grandmother of six and lives with her husband Jim live in Suffolk, Virginia.



Margie Lyons

FACE Fellow and Home Education Master Teacher Margie is a professional educator with a B.S. degree in elementary education. She taught in a Christian school for

two years before devoting her full-time energies to raise and homeschool her four children. Her accomplishments include home schooling (using the Principle Approach®) since 1986, leading a Principle Approach home school support group, producing model teacher and student notebooks at all grade levels, and training homeschoolers in using this unique method of education. Margie specializes in curriculum development and consultant to teachers and parents.



Chris Evans

Christian Historian Chris has homeschooled her two children and also worked in promotion, publicity and history events at StoneBridge School. She has been politically

active in public policy in conservative and social issues for 35 years. Chris has spent 25 years researching and studying Christian history specializing in the providential history of America and the Virginia Colony. She leads tours to the First Landing site and the historic district specializing in tours to Jamestown. Chris recently published her first book *Odyssey of Faith, the Virginia Colony, Jamestown and You*, with accompanying coloring book and teacher guide.



Gary Porter

Master Teacher of the U.S. Constitution, Executive Director of the Constitution Leadership Initiative, Inc. (CLI) CLI is a project to encourage a better understanding of the

U.S. Constitution among the American people. Gary retired from the U.S. Air Force after a 21-year career flying fighter aircraft. CLI provides courses on the U.S. and Virginia Constitutions, and promote the use of other, online and live courses as the needs of the audience dictate. A sought-after speaker on constitutional topics at regional and national conferences, Gary also re-enacts James Madison in period costume. Gary serves presently as the board chairman of Hampton Christian Academy. Gary also serves as a volunteer docent at the Foundation for American Christian Education where he has led the cataloging of the Hall-Slater Library and contributed as a presenter to FACE's Lessons in Liberty lecture series. Gary holds a bachelor's degree from Kent State University and a master's degree from the University of Southern California. He and his wife have two children and seven grandchildren. Gary can be reached via email at Gary@ConstitutionLeadership.org or by calling 757-867-9120.



Dan Smithwick

President, Nehemiah Institute
After serving honorably with the United States Air Force and a successful career in upper-level management, including 20 years with AT&T, Dan

Smithwick founded the Nehemiah Institute in 1986, a nonprofit ministry providing Biblical worldview training and worldview assessment programs for use by Christian educators, students, families, churches, and media outlets. Upon founding the institute, Dan authored the PEERS Test, a worldview assessment program designed to reveal an individual's worldview on Politics, Economics, Education, Religion and Social issues (PEERS). The PEERS Test and Nehemiah's worldview training materials have received critical acclaim and support from high profile organizations such as Focus on the Family, Christian Film & Television Commission, Answers in Genesis, and the Foundation for American Christian Education, The Colson Center and Christian Broadcasting Network.



Laura Caruso

With a passion for illuminating God's Hand in History, Laura Caruso leads field study tours to important historical sites and provides History, Humanities, Government and Economics

courses for families who are home educating high-school students. After leaving a public relations career for the adventure of home education in 2001, Laura served for nine years as co-director of TEAM Home School Cooperative in St. Cloud, as Florida State Coordinator for TeenPact Leadership Schools and, later, as a Field Director for Florida Family Action. She has been a Principle Approach instructor for eighteen years. Laura and her husband Brett are parents to Kaylyn and her husband Ryan, plus grandson Cooper.

The FACE Staff welcomes Foundations participants with Virginia hospitality to the Hall Slater Teaching Center. Please meet staff members and see them for assistance.

- Dr. Carole Adams, President
- Carey Woodruff, Executive Vice-president
- Dr. Max Lyons, Director of Teaching Services
- Dr. Mike Myers, Director Leading Schools Program
- Amy Green, Administrator of Marketing
- Jeff Mallard, Operations Warehouse and Data Coordination
- Chris Evans, Project Coordinator
- Gary Porter, Library Docent
- Sofia Dudkovsky, Conference Assistant
- Nikki Umphlett, Customer Service/Sales
- Janice Brooks, Administrative Assistant

Like-Minded Ministries

Like-minded Ministries are an essential part of the Principle Approach® community. These ministries share the vision of restoring America's Christian heritage and character through education. We work closely with these ministries to support, encourage, and strengthen each other, thereby fulfilling our mission to transform the mind and heart of a nation.

Association of Principled Education Christian Schools

AECEP was founded in 1997 in the city of Sao Paulo, from a demand for Principle Approach schools. Today it has associated schools and educators in most of the Brazilian states, with over 160 member schools. The AECEP website is in Portuguese. (Roberto Rinaldi, Director, AECEP.org.br)

Brenda MacMenamin is a happy Christian wife and mother of four homeschooled children (now all married). She loves helping, guiding, advising, and teaching 'best practices' to young couples who are planning to undertake the noble cause of teaching their own children. Brenda offers four courses that combine history and literature:

1. Constitutional Conversations in Six Weeks
2. American History a 36 week course for High School credit from Original Documents
3. American Government and Economics a 36 week course for High School credit
4. Ancient History Using the Bible a 36 week course for High School credit appropriate for grades 9-12 (BrendaMacmenamin.com)

Covenant Academy Online provides Biblical Principle Approach classes for grades 4 through 12. Classes are provided across the seven disciplines: Government, History, Language, Literature, Mathematics, Philosophy, Science. Each class provides recorded teachings and regular assignments. Students receive individual feedback on submitted assignments and may have regular contact with the instructor through email/text. (Timothy Barratt, CovenantAcademy.Neolms.com)

Institute on the Constitution Course

Ricki Pepin has produced a U. S. Constitution course, suitable for a government or history credit, written in the context of the American View of law and government:

- There is a God.
- Our rights come from Him.
- The purpose of government is to protect and secure these rights.

This course is modeled after the Principle Approach and includes a Teacher's Guide. It is taught by Jake MacAulay, with Michael Peroutka as the founder and host. Each lesson provides not only Constitutional and Biblical principles, but also applications of the students new knowledge as they learn how they can make a difference in their communities and nation. (TheAmericanView.com)

Nehemiah Institute exists to “undo Dewey,” replacing the secular humanistic educational philosophy today with a Biblical theistic worldview. They offer the PEERS Test, a program designed to test individuals on their political, educational, economic, religious, and social views, gaining an accurate assessment of their own worldview. (Dan Smithwich, President, NehemiahInstitute.com)

Pilgrim Institute equips citizens through education to restore Biblical principles to our Republic. (Ruth Smith, PilgrimInstitute.com)

Plymouth Rock Foundation “seeks a greater public awareness and understanding of American history, ideas, and ideals, particularly as embodied in the lives of the Pilgrims who founded the Plymouth Colony in 1620... their devotion to God and the Bible, to freedom and to tolerance, and their embodiment of courage, brotherhood and individual moral character.” (Dr. Paul Jehle, Plymrock.org)

Principled Academy Excellent parents want to teach using the Principle Approach method but it seems overwhelming and time consuming. Parents get discouraged. We understand and have a plan. We’ve simplified it for our home school and we’d love to help clear the path for you. You can do it! Heather Hall provides support for Principle Approach Homeschoolers. Her goal is to simplify the Principle Approach method for your homeschool and to show you how to teach

from the Bible in every subject. (Heather Hall, PrincipledAcademy.com)

Providential History Laura Caruso is a Principle Approach trained instructor providing both high-school level courses for home educating families and field study tour resources for “students of all ages.” Inspired by Psalm 78 and with a passion for illuminating God’s Hand in History, Mrs. Caruso conducts providentially-focused tours of important historical sites and offers complete online courses for parent-directed education in American and World History, Humanities, Government and Economics. (ProvidentialHistory.net)

Christian Education Initiative

CEI is a Bible-based, evangelical alliance of member organizations whose purpose is to advance the Kingdom of God by growing Christian education, thus helping to fulfill the Great Commission (Matthew 28:18-20) and the cultural mandate. (Genesis 1:28-29; Matthew 5:13-14). (Chairman, E. Ray Moore; Executive Committee, Dan Smithwick, Max Lyons, ChristEDU.org)

Providence Foundation is a Christian educational organization whose mission is to spread liberty, justice, and prosperity among the nations by educating individuals in a Biblical worldview. (Stephen McDowell, ProvidenceFoundation.com)

Like-Minded Ministries

Exodus Mandate is a Christian ministry established to encourage and assist Christian families to choose homeschooling and Christian schools over public schools. It is the hope and prayer of Exodus Mandate supporters that a fresh obedience by Christian families in the education of their children according to Scriptural commands will be a key to the revival of our families, our churches, and our nation. Lt. Col. Ray Moore, ret., founder and president recently stated, “Principle Approach is the gold standard for education.” (E. Ray Moore, ExodusMandate.com)

Nordskog Publishing’s primary mission is to enhance the spiritual growth of Christ’s redeemed people through understanding of His Laws, all Truth, as found in His Holy Scriptures. We seek to illustrate His power in all believers through application of the Bible to every subject and every aspect of life and living. (Jerry Nordskog, Ron Kirk, NordskogPublishing.com)

STAND

Standing True to America’s National Destiny is leading a movement to unite Americans of all ancestries and national origins. We reject hyphenating our citizens. We are all Americans. We are Americans of British ancestry, African ancestry, Irish ancestry, German ancestry, Italian ancestry, Asian ancestry, Native American ancestry and people many other countries and continents. However, we are Americans first, last and always. This truth is the key to a peaceful and prosperous future for us and our posterity. Judeo-Christian values have built the greatest nation in history. (EW Jackson, Founder and President, StandAmerica.us)

The Constitution Leadership Initiative

CLI is a non-partisan organization devoted to promoting a better understanding of the U.S. Constitution among the American people. We pursue our mission through a series of initiatives such as conducting public seminars, symposia and debates on constitutional issues and developing a network of advocates at the state and local level who will keep a discussion of constitutional issues in the public view, through Letters to the Editor, newspaper and magazine articles, and other media. (Gary Porter, Executive Director, ConstitutionLeadership.org)

Wallbuilders is dedicated to educating the nation concerning the Godly foundation of America, thereby encouraging Christians to be involved in the civic arena and provide feedback to federal, state, and local officials as they develop public policies which reflect Biblical values.

(David Barton, Wallbuilders.com)

Women Impacting the Nation

Our mission is to educate and equip women with knowledge of God's truth about issues that impact our faith, family and freedoms, and to support those who take a stand for those Judeo-Christian values upon which our country is founded. (Sue Trombino, President and Founder, WomenImpactingTheNation.org)

World History Institute proclaims America's providential history through training disciples, developing documentaries, seminars, and tours. (Marshall Foster, WorldHistoryInstitute.com)

Sources for the Biblical Principles by Subjects

History, English, Literature, Art, Science, and Mathematics

1. *The Noah Plan Curriculum Guides*: History and Geography, English Literature, Reading, English Language, Art, Natural History (Science), Mathematics (FACE.net/Guides)
2. *A Guide to American Christian Education for the Home and School* by James B. Rose (The Pilgrim Institute, PilgrimInstitute.org)
3. *The Whole Truth* by Mark Eckel

Law and Government

1. *Celebrate Our Christian Holidays Like You Were There* by Max Lyons (FACE.net/Bookstore).
2. *Christian Principles of the Constitution and Bill of Rights* by Archie Jones (Plymouth Rock Foundation, Plymrock.org/bookstore).
3. *Teaching and Learning America's Christian History, The Principle Approach* by Rosalie Slater. In this book you will find abundant material and study on the seven principles of America's Christian history and government. (FACE.net/Bookstore).
4. *Principles of American Government* by Ben Gilmore (FACE.net/Bookstore).

Economics

Free Men and Free Markets by Max Lyons, pre-publication draft (for free pdf copy contact Max@FACE.net).

Various Subjects

1. *Encyclopedia of Bible Truths for School Subjects*, Ruth Haycock (available on Amazon)
2. *World View Documents* by Jay Grimstead editor, Coalition on Revival. These worldview documents cover the topics of Art, Communication, Business, Economics, Education, Government, Law, Evangelism, Discipleship, Medicine, Psychology and Counseling, Science and Technology, the Family and more. (Reformation.net/Documents-of-the-coalition-on-revival.html)
3. *Biblical Solutions to Contemporary Problems, A Handbook* by Rus Walton (Plymouth Rock Foundation, Plymrock.org)

Notes

Glossary

Particularly Relevant to the Foundations of Authentic Christian Education

Prov'idence, *n.* [Fr from L. providentia.] 1. The act of providing or preparing for future use or application 2. Foresight; timely care; particularly active foresight or foresight accompanied with the procurement of what is necessary for future use, or with suitable preparation. How many of the troubles and perplexities of life proceed from want of providence! 3. In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence, involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence. Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood God himself

Prin'ciple, *n.* [It. principio; Fr. principe; L. principium, beginning.] 1. In a general sense, the cause, source or origin of anything; that from which a thing proceeds; as the principle of motion; the principles of action. 2. Element; constituent part; primordial substance. 3. Being that produces anything; operative cause. The soul of man is an active principle. Tillotson. 4. In science, a truth admitted either without proof, or considered as having been before proved. In the former sense, it is synonymous with axiom; in the latter, with the phrase, established principle. 5. Ground; foundation; that which supports an assertion, an action, or a series of actions or of reasoning. On what principle can this be affirmed or denied? He justifies his proceedings on the principle of expedience or necessity. He reasons on sound principles. 6. A general truth; a law comprehending many subordinate truths; as the principles of morality, of law, of government, &c.

Individual'ity, *n.* Separate or distinct existence; a state of oneness

Char'acter, *n.* [L. character; Fr. caractere; Sp. caracer; It. carattere; Gr., from the verb to scrape, cut, engrave.] 1. A mark made by cutting or engraving, as on stone, metal or other hard material; hence, a mark or figure made with a pen or style, on paper, or other material used to contain writing; a letter, or figure used to form words, and communicate ideas. 2. A mark or figure made by stamping or impression, as on coins. 3. The manner of writing; the peculiar form of letters used by a particular person. 4. The peculiar qualities, impressed by nature or habit on a person, which distinguish him from others; these constitute real character, and the qualities which he is supposed to possess, constitute his estimated character, or reputation. Hence we say, a character is not formed, when the person has not acquired stable and distinctive qualities.

Con'science, *n.* con'shens. [Fr. from L. conscientia, from conscio, to know, to be privy to; con and scio, to know; It. coscienza, or coscienza; Sp. conciencia.] 1. Internal or self-knowledge, or judgment of right and wrong; or the faculty, power or principle within us, which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves or condemns them. "Being convicted by their own conscience, they went out one by one." John 8. "The conscience manifests itself in the feeling of obligation we experience, which precedes, attends and follows our actions." E. T. Fitch. "Conscience is first occupied in ascertaining our duty, before we proceed to action; then in judging of our actions when performed." J. M. Mason. 4. Consciousness; knowledge of our own actions or thoughts. 5. Knowledge of the actions of others.

Prop'erty, *n.* [This seems to be formed directly from proper; if not, it is contracted. The Latin is proprietas, Fr. propriété, from which we have propriety.] 4. The exclusive right of possessing, enjoying and disposing of a thing;

ownership. In the beginning of the world, the Creator gave to man dominion over the earth, over the fish of the sea and the fowls of the air, and over every living thing. This is the foundation of man's property in the earth and in all its productions. Prior occupancy of land and of wild animal gives to the possessor the property of them. The labor of inventing, making or producing anything constitutes one of the highest and most indefeasible titles to property. Property is also acquired by inheritance, by gift or by purchase. Property is sometimes held in common, yet each man's right to his share in common land or stock is exclusively his own. One man may have the property of the soil, and another the right of use, by prescription or by purchase.

Sovereign, a. 1. Supreme in power; possessing supreme dominion; as a sovereign prince. God is the sovereign ruler of the universe. 2. Supreme; superior to all others; chief. God is the sovereign good of all who love and obey him.

Hu'man, a. [L. humanus; Fr. humain; Sp. humano; It. Umano] 1. Belonging to man or mankind; pertaining or relating to the race of man; as a human voice; human shape; human nature; human knowledge; human life, 2 Having the qualities of a man. 3 Profane; not sacred or divine; as a human author.

Philos'ophy (Closest equivalent to Worldview): [L. philosophia; Gr.; love; to love, and, wisdom.] Literally, the love of wisdom. The objects of philosophy are to ascertain facts or truth, and the causes of things or their phenomena; to enlarge our views of God and his works, and to render our knowledge of both practically useful and subservient to human happiness." True religion and true philosophy must ultimately arrive at the same principle.

Educa'tion, n. [L. educatio.] The bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

Form, v. t. [L. formo.] To make or cause to exist. And the Lord God formed man of the dust of the ground. Gen. 2. 2. To shape; to mold or fashion into a particular shape or state; as, to form an image of stone or clay. 8. To mold; to model by instruction and discipline; as, to form the mind to virtuous habits by education.

Meth'od, n. [L. methodus; Gr. with and way.] A suitable and convenient arrangement of things proceedings or ideas; the natural or regular disposition of separate things or parts; convenient order for transacting business, or for comprehending any complicated subject.

Re'ason, v. i. [Fr. raisonner; Sax. roeswian.] To exercise the faculty of reason; to deduce inferences justly from premises. Brutes do not reason; children reason imperfectly. 2. To argue; to infer conclusions from premises, or to deduce new or unknown propositions from previous propositions which are known or evident. To reason justly is to infer from propositions which are known, admitted or evident, the conclusions which are natural, or which necessarily result from them. Men may reason within themselves; they may reason before a court or legislature; they may reason wrong as well as right. 3. To debate; to confer or inquire by discussion or mutual communication of thoughts, arguments

or reasons. And they reasoned among themselves. Matt. 16. Stand still, that I may reason with you before the Lord, of all the righteous acts of the Lord. 1 Sam. 12.

Prem'ises, n. [Fr. premisses; L. præmissa. 1. In logic, the two first propositions of a syllogism, from which the inference or conclusion is drawn; as, All sinners deserve punishment; A B is a sinner. These propositions, which are the premises, being true or admitted, the conclusion follows, that A B deserves punishment. 2. Propositions antecedently supposed or proved.

Prac'tice, n. [Sp. practica; It. pratica; Fr. pratique; Gr., from the root of to act, to do, to make.] 1. Frequent or customary actions; a succession of acts of a similar kind or in a like employment; as the practice of rising early or of dining late; the practice of reading a portion of Scripture morning and evening; the practice of making regular entries of accounts; the practice of virtue or vice. Habit is the effect of practice. 4. Actual performance; distinguished from theory. There are two functions of the soul, contemplation and practice, according to the general division of objects, some of which only entertain our speculations, others employ our actions. South.

Essen'tial, a. [L. essentialis.] Necessary to the constitution or existence of a thing. Piety and good works are essential to the Christian character. 2. Important in the highest degree. Judgment is more essential to a general than courage.

Represent', v. t. s as z. [Fr. representer; L. repræsentō; re and Low L. præsento, from præsens, present.] 1. To show or exhibit by resemblance. 2. To describe; to exhibit to the mind in words. 3. To exhibit; to show by action; 5. To supply the place of; to act as a substitute for another. The parliament of Great Britain represents the nation. The

congress of the United States represents the people or nation. The senate is considered as representing the states in their corporate capacity. 6. To show by arguments, reasoning or statement of facts. The memorial represents the situation of the petitioner. Represent to your son the danger of an idle life or profligate company. 7. To stand in the place of, in the right of inheritance.

Pat'ern, n. [Fr. patron; Arm. patroum; D. patroon. See Patron.] 1. An original or model proposed for imitation; the archetype; an exemplar; that which is to be copied or imitated, either in things or in actions; as the pattern of a machine; a pattern of patience. Christ was the most perfect pattern of rectitude, patience and submission ever exhibited on earth.

Stand'ard, n. [It. standardo; Fr. etendard; Sp. estandarte; D. standaard; G. standarte; stand and ard, sort, kind.] 3. That which is established as a rule or model, by the authority of public opinion, or by respectable opinions, or by custom or general consent; as writings which are admitted to be the standard of style and taste. Homer's Iliad is the standard of heroic poetry. Demosthenes and Cicero are the standards of oratory. Addison's writings furnish a good standard of pure, chaste and elegant English style. It is not an easy thing to erect a standard of taste.

Domin'ion, n. [L. dominium. See Dominant.] 1. Sovereign or supreme authority; the power of governing and controlling. The dominion of the Most High is an everlasting dominion. Dan. 4. 2. Power to direct, control, use and dispose of at pleasure; right of possession and use without being accountable; as the private dominion of individuals. Locke.

Learning, ppr. Gaining knowledge by instruction or reading, by study, by experience or observation; acquiring skill by practice.

Creden'tials, n. That which gives credit; that which gives a title or claim to confidence; the warrant on which belief, credit or authority is claimed, among strangers; as the letters of commendation and power given by a government to an ambassador or envoy, which give him credit at a foreign court. So the power of working miracles given to the apostles may be considered as their credentials, authorizing them to propagate the gospel, and entitling them to credit.

Con'fidence, n. [L. *confidentia*; It. *confidenza*; Sp. *confianza*; Fr. *confiance*, *confidence*. See *Confide*.] 1. A trusting, or reliance; an assurance of mind or firm belief in the integrity, stability or veracity of another, or in the truth and reality of a fact. It is better to trust in the Lord, than to put confidence in man. Ps. 118. I rejoice that I have confidence in you in all things. 2 Cor. 7. Mutual confidence is the basis of social happiness. 2. Trust; reliance; applied to one's own abilities, or fortune; belief in one's own competency. 5. Boldness; courage. Preaching the kingdom of God with all confidence. Acts 28.

Good, a. [Sax. *god* or *good*; Goth. *goda*, *gods*, *goth*; G. *gut*; D. *goed*; Sw. and Dan. *god*; Gr.; The primary sense is strong, from extending, advancing, whence free, large, abundant, fit, and particularly, strong, firm, valid] [There are 40 points of definition.] 3. Complete or sufficiently perfect in its kind; having the physical qualities best adapted to its design and use; opposed to bad, imperfect, corrupted, impaired. We say, good timber, good cloth, a good soil, a good color. "And God saw everything that he had made, and behold, it was very good." Gen. 1. 4. Having moral qualities best adapted to its design and use, or the qualities which God's law requires;

virtuous; pious; religious; applied to persons, and opposed to bad, vitious, wicked, evil. 5. Conformable to the moral law; virtuous; applied to actions. "In all things showing thyself a pattern of good works." Tit.2. 30. Benevolent; merciful; gracious. "Truly God is good to Israel, even to such as are of a clean heart." Ps. 73.

Clarifying Questions and Answers

Knowing Liberty ¹

Question: *Is the term liberty misunderstood today compared to its Biblical meaning and particularly in relation to American liberty?*

The quest for liberty has persisted in men's hearts as civilizations have risen and fallen throughout human history. It has sparked intermittent, man-designed movements towards personal freedom that persistently fell far short of civil liberty for all. The fact that God loves liberty was proven in 18th century colonial America as the fullest expression of civil liberty took form in a Constitutional Republic with a personal bill of rights, a federal system ensuring local self-government, and the voices of "we the people" clearly heard. Biblical principles formed the structure of this expression of liberty illustrating "Where the Spirit of the Lord is, there is liberty" and proclaiming that God's Spirit is the place of liberty and the object of man's unending quest. American liberty is God-governed liberty.

Because the philosophy from which children are schooled in one generation forms the philosophy from which men are governed in the next, parents and teachers are responsible and accountable for sustaining the Biblical concept of liberty generation to generation. In the United States of America, the permanence of civil liberty is in the power of parents and teachers to possess and teach a correct Biblical understanding of liberty as defined by the generation that gave their posterity the American expression:

Noah Webster, 1828: "Natural liberty, consists in the power of acting as one thinks fit, without any restraint or control, except from the laws of nature. It is a state of exemption from the control of others, and from positive laws and the institutions of social life. This liberty is abridged by the establishment of government."²

John Locke, 1632-1704: "To understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man."³

Locke's straight-forward philosophy is woven deep into our American governmental form and our culture...

Mr. Ben Gilmore explains Locke's statement: "To understand political power right:" Political power refers to-person-to-person relationships, the 'horizontal' as opposed to the 'vertical' relationship with God. To understand "And derive it from its original" think of peeling an onion back to the seed, digging back to the very beginning. We get so involved in day to day activities that we tend to lose contact with the fundamentals. Locke reminds us of the natural state of man, the state of perfect freedom. Then he defines that state for us, "... to order their actions, and dispose of their possessions and persons, as they think fit, ... without asking

leave, or depending upon the will of any other man.” Noah Webster’s American dictionary became the standard of excellence in the English-speaking world. The similarity in texts illustrates Locke’s influence in American colonial life.

The truly free man might think, “I am free to do anything I wish until I reach a boundary. The ‘Golden Rule’ is a boundary.” Others think, “I must get permission before I take any action.” Does this last thought show that others may have lost track of their liberty?

To derive liberty from its source, “Where the Spirit of the Lord is, there is liberty.” Without the presence of that Spirit there is bondage to sin, that is, “rebellion,” as sure a bondage as any external tyranny. Natural liberty exists only in accord with natural law, God’s governance of the universe. **Civil government that aligns with God’s moral law is authentic American liberty.**

John Winthrop’s “Little Speech on Liberty”⁴ is worthy of being memorized by every American youth:

There is a twofold liberty, natural (I mean as our nature is now corrupt) and civil or federal. The first is common to man with beasts and other creatures. By this, man as he stands in relation to man simply, hath liberty to do what he lists; it is a liberty to evil as well as to good. This liberty is incompatible and inconsistent with authority, and cannot endure the least restraint of the most just authority. The exercise and maintaining of this liberty makes men grow more evil, and in time to be worse than brute beasts: omnes sumus licentia deteriores. [Too much liberty debases us.] This is that great enemy

of truth and peace, that wild beast, which all the ordinances of God are bent against, to restrain and subdue it.

The other kind of liberty I call civil or federal, it may also be termed moral, in reference to the covenant between God and man, in the moral law, and the politic covenants and constitutions, amongst men themselves. This liberty is the proper end and object of authority, and cannot subsist without it; and it is a liberty to that only which is good, just, and honest. This liberty you are to stand for, with the hazard (not only of your goods, but) of your lives, if need be. Whatsoever crosseth this, is not authority, but a distemper thereof. This liberty is maintained and exercised in a way of subjection to authority; it is of the same kind of liberty wherewith Christ hath made us free...

God’s Providence as the Context of Life and Learning

Question: *Why is the Biblical doctrine of God’s providence a key component of all Principle Approach instruction?*

Westminster Catechism, “God’s works of providence are His most holy, wise, and powerful preserving and governing all his creatures and their actions.”

Providence, n. [Fr from L. providentia.]⁵ In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence,

Clarifying Questions and Answers

involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence. Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood God himself.

PROVIDENCE is described as the continued exercise of God's creative energy by which the Creator, keeps all creatures in being, involves Himself in all events, and directs all things to their appointed end.⁶ Identify in subject areas the many opportunities to demonstrate the following leading ideas:

1. God is completely in charge of this world, though his hand may be hidden, his perfect rule extends to all things.
2. The Bible rules out all limitations to His providence teaching God's providential control over the universe, the physical world, the brute creation, the affairs of nations, man's birth and lot in life, the outward successes and failures of men's lives, things seemingly accidental or insignificant, protecting the righteous, supplying the wants of God's people, giving answers to prayer, and the exposure and punishment of the wicked.
3. Describing God's involvement in the world and in the acts of rational creatures requires complementary statements -for example, a person wills an action, an event is triggered by natural causes, or Satan shows his hand -yet God overrules. People may go against

God's will of command-yet they fulfill His will of events. People's motives may be evil-yet God uses their actions for good (Ge 50:20; Acts 2:23). Although human sin is under God's decree, God is not the author of sin Ga 1:13-17).

4. God's concurrent or confluent involvement does not (1) violate the natural order (2) ongoing causal processes (3) free, responsible agency of humans (4) take away responsibility and power of second causes.
5. Of evil that infects God's world: spiritual, moral, physical:
 - a. God permits evil, Acts 14: 16
 - b. He uses it as a punishment, Ps 81:11-12; Ro 1:26-32.
 - c. He brings good out of evil, Ge 50:20; Acts 2:23, 4:22-28, 13:27, 1 Co 2:7-8.
 - d. He uses evil to test and discipline those He loves, Mt 4:1-11; He 12:4-14.
 - e. He will one day redeem His people from power and presence of evil altogether, Re 21:27; 22:14-15.
6. Christians are promised NEVER: Christians are never in the grip of blind fortune, chance, luck, or fate. All that happens to them is divinely planned, and each event comes as a new summons to trust, obey, and rejoice, knowing that all is for ones' spiritual and eternal good, Ro 8:28.
7. Christians are promised YES: All the promises of God find their YES in Him "who has anointed us and who has put his seal on us and given us His Spirit in our hearts as a guarantee!" 1 Co 1: 19-22.

Every subject has a ‘His Story’-find it. Identify the key individuals God chose in revealing the subject. Use the leading ideas to draw the student’s heart to trust in God’s providence for life. This brief summary attempts to capture the leading ideas with brief reference.

America On The Chain of Christianity

Question: *Why is America so prominent in the FACE publications and can ‘American’ be removed from the Principle Approach for adaptation to the education of students in other nations?*

Every nation has a providential history in Christ His Story. Each nation can trace in her history the impact of the Gospel, or its absence, on the founding, the formation, and the unfolding destiny of the nation.

The Principle Approach method of education by Biblical principles, to form Christian character and scholarship in individual students, is America’s historic method of Biblical reasoning that puts the truth of God’s word at the heart of every subject in the curriculum. The research first published by Verna Hall, and the companion educational program written by Rosalie Slater, identified the Principle Approach as the educational method evident in the colonial and founding era of America’s history. It was the method by which America’s founding fathers discerned and designed the constitutional federal form of republican government that gave citizens of the United States the liberty and prosperity by which to build the nation.

The Principle Approach is first Biblical, Christian, and then American. However, it is as universally applicable as are Christ and the Bible.

The publications of the Foundation, which document the Principle Approach, are titled to accurately represent their identity ideologically and practically—The Christian History of the Constitution of the United States: Christian Self government, Teaching and Learning America’s Christian History: The Principle Approach, The American Dictionary of the English Language, etc.

The Principle Approach is applicable in any educational setting in any nation. Application involves researching the history of the nation to identify the providential history context and the national literature in which to apply Principle Approach methodology. Application in another cultural and national context however, does not nullify the root nature of the Principle Approach which is Biblical, Christian, and American.

It is possible to practice the Principle Approach methodology using the Noah Plan curriculum and employing the 1828 Noah Webster dictionary without emphasizing America’s Christian history, however, the American model of education and government remains an historical memorial to the power of truth in liberating man. How the American has been faithful or unfaithful to its principles is etched in the annals of American history and today’s headlines and is another topic.

Clarifying Questions and Answers

The Proprietary Nature of the Principle Approach

Question: *What are the proprietary rights of the Foundation for American Christian Education to the Principle Approach®?*

The Foundation encourages the expansion and impact of the Principle Approach through others in their respective spheres of influence to affect a nation-wide, even world-wide, “education that honors God and that teaches study content in the light of God’s Word.” ⁷

The Principle Approach® is a registered trademark of the Foundation for American Christian Education (The Foundation; FACE). This is a legal designation that fulfills in every way the Biblical foundations and definitions concerning property. The original author of the Principle Approach, Rosalie June Slater, during her lifetime in 1995, authorized the FACE Board of Trustees to secure copyright registration (i.e., legal title) to the name ‘Principle Approach’ as a means of sustaining the integrity of the philosophy and methodology in its original intent.

The seminal volume, written by Rosalie June Slater and first published in 1964 by the Foundation, bears the title *Teaching and Learning America’s Christian History: the Principle Approach*.

This original volume presents the Principle Approach as a Biblical methodology of teaching and learning patterned after “America’s historic method of Biblical reasoning that puts the truth of God’s word at the heart of every subject in the curriculum.” ⁸

The Foundation invests its resources including

labor, time, and money in giving definition, description and practice to this specific idea—the Principle Approach. Since 1964, its efforts have centered upon the Foundation’s mission *to publish and teach America’s Christian history and method of education by Biblical principles to restore Christian self-government and character to the individual, to families, to churches, and to the nations.*

The very nature of the Principle Approach (restoring the Christian self-government and character) demands a wide-spread dissemination and practice of the method. The Foundation recognizes, encourages, and often rewards other individuals, institutions, and ministries who teach and/or practice the Principle Approach. As proprietor of the term ‘Principle Approach’, the Foundation requires that those individuals, institutions, and ministries give due recognition of proprietary rights by appropriately referencing the Foundation, and obtain express permission of the Foundation in accordance with copyright laws where there is extensive use. Those who practice and teach the Principle Approach have the responsibility of maintaining its integrity aided by the many publications and training provided by the Foundation that establish thoroughly the original nature and process of Principle Approach practice. Likewise, the Foundation maintains its stewardship responsibility in protecting its property from any unapproved use.

The Careful Use of Textbook

Question: *Does the use of modern published textbooks violate the integrity of the Principle Approach®?*

The question of using textbooks is not only one of the quality and nature of available tools and resources, but, more importantly, one of the philosophy of government by which one teaches. Who or what is in control of the curriculum, methodology, pacing, assessment, and other facets of the home or school classroom? And, secondly, what is the ideology or worldview that is directing and regulating the content, whatever the text source may be—is it good; is it true; and **what is its targeted end or purpose?**

According to scripture, the first obligation of the Christian parent is to impart the knowledge of God as the “only foundation of all sound knowledge and learning.”⁹ Home is the first sphere of education; schoolmasters may be hired to serve the home in upholding its authority. The parent or teacher is the **living textbook** and governor of learning whose character and scholarship mold the character and scholarship of the student. The most effective learning comes through this relationship, heart to heart and mind to mind. Modern textbooks used exclusively or indiscriminately will impede or distort this natural teaching-learning order.

Modern textbooks innately carry the false philosophies and vain conceits of contemporary culture to impose its secular worldview and agenda. They centralize the direction, control, regulation, and restraint of information in accord

with the goals and standards of the state and federal governments that fund them. The original American ideals of Christian character and self-government have long been abandoned in contemporary texts and replaced with socialistic and humanistic ideologies. Christian publishers often publish the modern curriculum with the adornment of scripture, or “issues” such as creationism, not recognizing the anti-Christian principles at the core of the text.

America depends for the perpetuation of her liberty on a citizenry tooled in **Christian character and self-government**. Those principles must serve as the backbone of education generation to generation or be abandoned at the peril of our liberty. The ongoing generational decline of standards in American education results in teachers who are not masters of the content and who submit their authority in Christ to the supposed superiority of published textbooks. Their lack of dominion makes them ready slaves to the ideologies latent or even blatant in the texts published for schools. **The Principle Approach builds the teacher first in a sound philosophy of Christian education and then the student as the teacher becomes the master of the subject and truly the living textbook.** The classroom governed by a Biblical classical philosophy and methodology of education will subordinate the use of appropriate texts to the practice of the Principle Approach methodology and its notebook method towards the end goal and purpose of forming Christian character, self-government and scholarship in the American student.

The Foundation for American Christian Education

Resolute in teaching Biblical principles that sustain liberty



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